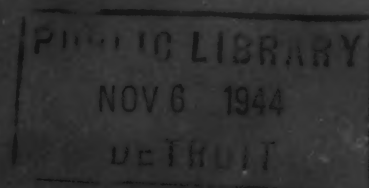


THE NATION'S SCHOOLS



Compulsory Military Training?

"Yes," says Secretary of War

"No," says Henry C. Morrison

An Experiment in Adult Education

Henry L. Adams

There's No Restriction on Planning

Glen T. Goodwill

What About Corporal Punishment?

Opinion Poll No. 19

How We Test High School Pupils

for Aptitudes Gordon O. Thayer

27 Original Articles, 12 Regular Features

NOVEMBER

1944

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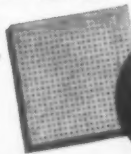
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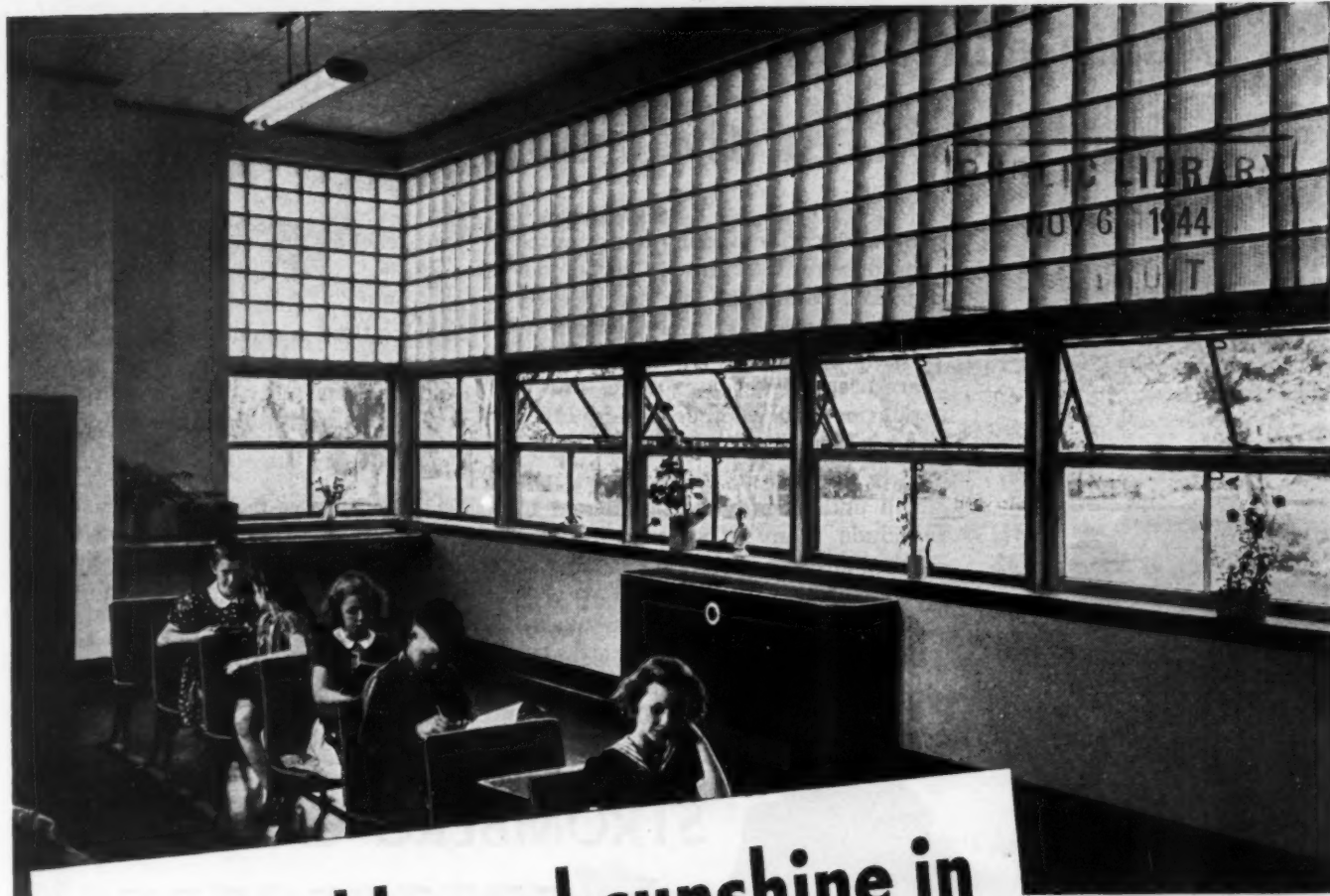
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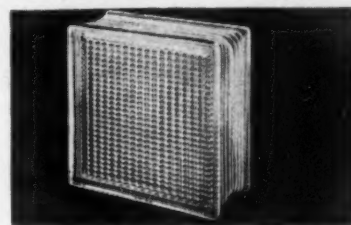
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HEADLINES

A.A.S.A. CONFERENCES

Five regional conferences of the A.A.S.A. have been scheduled for the period from January 9 to March 7. Dates and cities where each is to be held appear on page 68.

SALARIES

A survey of teachers' salaries in New York State shows a median salary increase of only \$72 a year over 1942-43. The median salaries of most teachers have increased less than 10 per cent since the outbreak of the war in 1939 although living costs have risen 26.9 per cent in large cities.

The school board in Alvin, Tex., has approved a new single salary schedule for teachers, providing a minimum of \$1500 and a yearly increase of \$75 up to a maximum of \$2250.

A nationwide survey made by the National Opinion Research Center shows that 58 out of every hundred persons think teachers are underpaid and only two think they are paid too much. Thirty-one feel they are paid "about right" and nine are undecided. (Stories on pp. 68, 70).

PETRILLO CASE

James C. Petrillo, president of the Musicians Union, rejected President Roosevelt's plea to end his ban on the making of records, thus breaking his word given early in the year. W.L.B. Chairman William H. Davis states that the board's case is closed.

RURAL EDUCATION

The first White House Conference on Rural Education was held in October sponsored by the N.E.A. and attended by leaders of groups concerned with rural American life. Various problems were discussed and a charter for rural education was adopted. (Stories on pp. 25, 76.)

MILITARY TRAINING

A showdown on universal military training will probably not come during this session of Congress. The N.E.A. advocates public debate of the subject in all localities. The American Council on Education is making an opinion survey and has asked George F. Milton to conduct a historical study of the subject.

OCCUPATION ARMY SCHOOLS

The War Department has a program of education for troops remaining abroad after the war. Schooling from the sixth grade through second year college or vocational training will be available. Schools will be set up in units of specific sizes and qualified men in each will do the teaching. Certificates will be given for work accomplished.

READER'S DIGEST

The National Council of Teachers of English at its convention in Columbus, Ohio, beginning November 23 will release an analysis of the Reader's Digest with respect to its suitability for supplementary reading in public schools. (Story on page 74).

SOUTHERN ADMINISTRATORS

The Southern Council of Chief State School Officers is a new organization of administrators in the 16 Southern States. Their purpose is to find a solution to their common problems, with particular attention being paid to Negro education. (Story on page 70.)

HARVARD AIDS VETERANS

Harvard University is opening a veterans' office to handle problems of men returning to the university and to coordinate all developments pertaining to veterans. (Story on page 72.)

G.I. JOES AS TEACHERS

A division of the Illinois Association of School Boards, representing some 500 such groups in the Chicago suburban area, has established a commission to study and put into action a plan for recruiting returned veterans as teachers, for paying them while serving as apprentices and for locating openings for them. (Story on page 72.)

TEACHERS COLLEGE

On November 15 Teachers College, Columbia University, will celebrate the fiftieth anniversary of its founders day. The ceremony will duplicate closely that of fifty years ago and the successors in office of the notables who made the original dedicatory addresses will participate.

CHICAGO SCHOOLS

The N.E.A. will launch an investigation of the Chicago public school system following requests for action from civic and educational organizations. The president of the board of education and the superintendent of schools have been under fire in that city for some time for various alleged irregularities in administration. (Story on page 82.)

U. OF C. COLLEGE GAINS

Eight hundred new students enrolled at the college of the University of Chicago this year, which represents an increase of 12.7 per cent over last year and makes this school the fastest growing college in the country although it is only 3 years old. (Story on page 74.)

SECONDHAND BUSES

As a result of suspension of a part of General Order ODT 35, which froze the sale of secondhand buses on March 17, 1943, a free market in the sale of such buses was reinstated October 15. (Story on page 84.)

For full news coverage of the month, see news section beginning on page 68.

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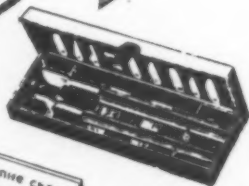
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Pupils as Substitute Teachers

When the music class of 130 pupils in the Western Hills High School in Cincinnati found itself one day without either a teacher or a substitute, one of the senior boys volunteered to lead the group. He did such a good job that the idea of using pupil leaders in other classes was seized upon and developed as an expedient for meeting the teacher and substitute shortage in war time.

Teachers were asked either to appoint or to have pupils elect capable leaders who could take over in an emergency. The general plan was then explained to approximately 500 pupils thus chosen.

After 63 boys and girls had actually led their classes, the situation was analyzed. Most of the leaders enjoyed the experience and had prepared definite lessons in advance. Only one reported having had poor cooperation.

An Art Room From Scratch

Building an art department in the high school at Waynesville, N. C., from scratch was the job recently undertaken by Mrs. Inez Cloud Brooks, art teacher. She had two dingy rooms to start with, doors without knobs, unsightly desks, rickety bookshelves, cracked blackboards.

With the cooperation of the superintendent, the district and building principals, the faculty and pupils the school now has two attractive art rooms with a view of the mountains from the windows, offering subjects for sketches and paintings. One good picture, Manet's "Bridge," dominates the rooms. There are tables inherited from various departments, chairs, files, cabinets, art books, drawing boards and easels. Display boards replace the cracked blackboards.

The pupils did all of the cleaning and painting; a little outside carpentry completed the job.

Charcoal drawing, finger painting, spatter work, pottery making, wood carving and linoleum block printing are all taught in addition to work in the various crafts, sketching and painting. Art club activities enrich the program.

A Farm-Work Program

Vocational agriculture pupils of the high school at Southport, Ind., put in 2606 half days of farm labor during the 1943-44 school year and still kept up their school work. This does not count farm work done on Saturdays, during the summer vacation or at any time when school was not in session. Fifty-eight boys participated in this program and helped 66 different farmers.

This accomplishment was made possible by a plan whereby the agriculture



pupils had all of their academic subjects in the morning and agriculture as their only afternoon subject. This meant that they were allowed to go out for farm work in the afternoon and received credit in agriculture for the time so spent. They were expected to put into practice the theories learned at school.

Any day a boy was not needed on the farm he stayed in school. He had to be present a full day for the first three days of each semester and the last three days of each grade period. A careful check was kept on the pupils and their work and the farmers mailed in reports on them at regular intervals.

Farmers were highly appreciative of this help in producing food for war-time America and encouraged the school to go ahead with the same plan for the 1944-45 school year. The boys obtained experience in a wide variety of farm jobs and greatly added to their knowledge and skill. Many of them were farm boys who worked on their home farms but others were city and suburban boys who worked on farms for the first time.

History Was Dull and Dead

"Next Friday we're going to have a Colonial school," Teacher Mary Grant of West Liberty, Ohio, announced to her pupils in grade 4. History lessons had been dragging. History was dull and dry and dead-and-gone, the pupils said.

In preparation for Colonial school, the class made its own hornbooks out of the backs of tablets to hang around their necks. They arranged wooden benches for seats. Each was given an old-fashioned Colonial name and was told to bring a Bible to school.

On the day appointed, "Mistress Adams" rang an old hand bell and took her long stick in hand. She sat behind a high desk. In one corner of the room stood a dunce stool and cap. Bibles and hornbooks were on the pupils' desks. Mistress Adams curtsied and began the lessons—hymn singing, ruling of copy

books, writing in copy books, hornbook recitation, psalm reading, doing of sums and spelling. One child was posted at the window to watch for Indians.

The class fell in with the spirit of the occasion. The boys and girls were serious and thoughtful. They curtsied to Mistress Adams. Colonial school had brought bygone days to life. History was not dull and dry and dead-and-gone.

Pre-Aeronautics Study

Pupils in the high school at Dewar, Okla., are studying aeronautics in an introductory fashion. There is a pre-aeronautics class consisting of 27 pupils which has organized a Model Club under the name of "Future Pilots of America." Each member has to make a model plane during the year and as each is finished it is hung from the ceiling of the classroom. Besides this, the boys make a larger model, 18 feet long with a 12 foot wing span. Classes on Tuesdays and Thursdays are set aside as laboratory periods for work on this larger model as well as the smaller individual planes. Pre-aeronautics scrapbooks are made by the girls in the class.

A School-Community Fair

School heads at Robersonville, N. C., dissatisfied with the usual educational exhibits at county fairs and the scant attention paid them, decided recently to experiment with a school fair which would be more representative of the public schools.

Originally planned for the participation of the four white schools, with a goal of 500 entries, the idea grew into a school-community project with adults and pupils of the four Negro schools participating. Interest among the pupils was great. There were 1800 entries when the fair opened. The parent-teacher association offered prizes in war stamps, totaling \$150 for the children, and ribbons for the adults.

It was specified that the exhibits should grow out of regular classroom programs and that no vital war materials should be used. Most exhibits, therefore, were made out of discarded or easily obtained materials. A Negro school showed hats, rugs and slippers made of cornstalks. There were miniature stage sets, papier-mâché maps, repaired and redecorated furniture, woven rugs, art work of all kinds, preserves and pickles, floor plans for homes, farm products.

As a result of this project, much talent was discovered; work experience was provided, racial understanding was furthered and good will for the schools was created.

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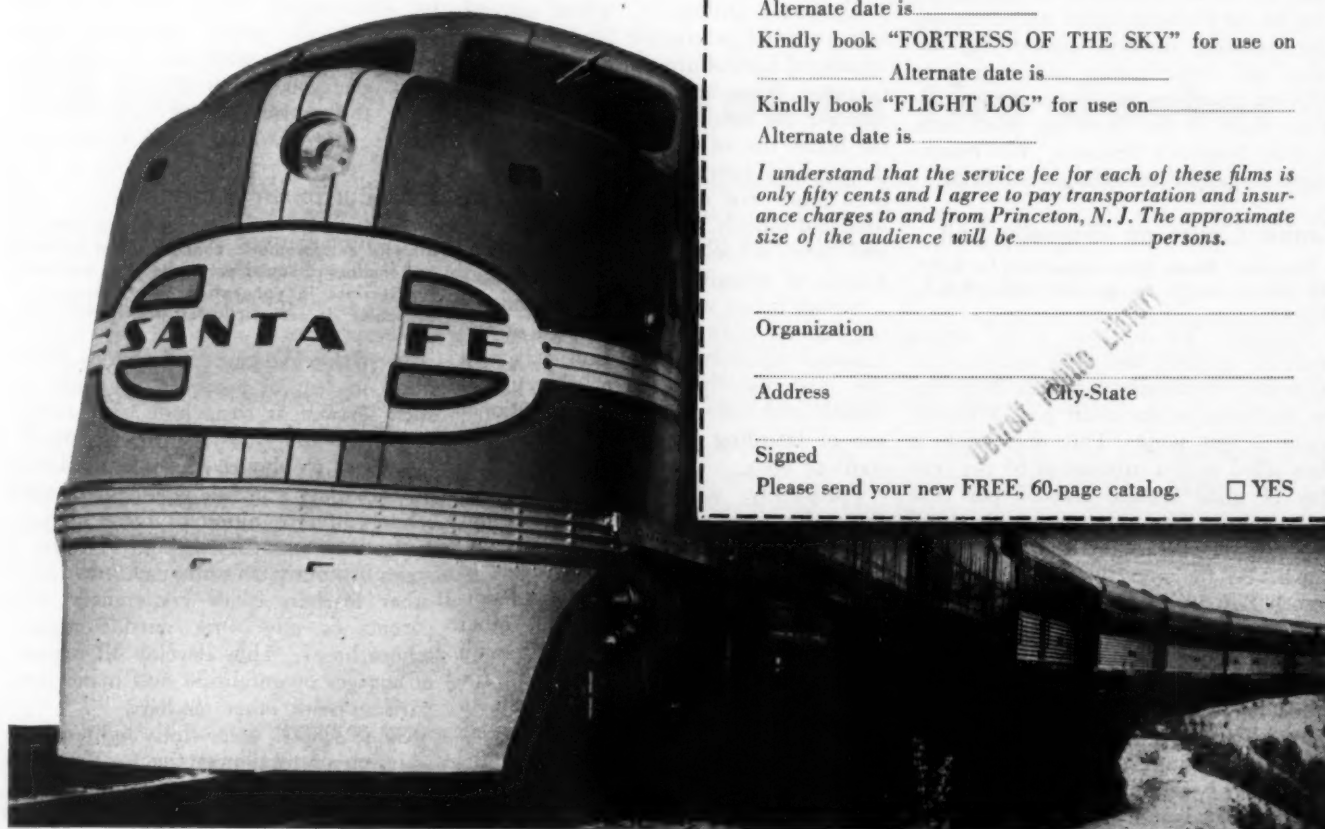
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Questions —AND ANSWERS

Respect for Public Property

Question: Please list some successful ways of teaching high school pupils to respect public property.—W.R.R., Tex.

ANSWER: 1. Maintain schools in as good general repair as the average home in the community.

2. Make the teaching of respect for public property as much a part of regular instruction as character education.

3. Let damaged property be put in perfect condition through the effort and at the expense of the pupil.

4. Active student government is effective in many places.—H. MORTON JEFFORDS.

What About Military Training?

Question: What should be the attitude of school principals toward compulsory military training, particularly the bill which has recently been presented in Congress?—E.C.P., N. J.

ANSWER: It is undesirable to tell any American adult what his or her attitude should be on any question. Personal opinions and convictions should arise from a careful individual or group review of the problem under consideration. Our personal opinion concerning the value and organization of compulsory military training was presented editorially on pages 17 and 18 of the April issue of *The Nation's Schools*. We recommend its careful rereading.—A. B. M.

Tennis Court on Gravelly Soil

Question: Please give suggestions for building tennis courts on gravelly soil.—R.G.P., Wis.

ANSWER: To construct a soil tennis court on gravelly soil, it is necessary to excavate a depression 8 inches deep and the full area of the court plus a border about 3 feet wide. This depression is then filled with a mixture of 65 per cent clay of good texture and 35 per cent clean sand. The mixture of clay and sand should be rolled to a firm hard finish. As the gravelly soil will readily absorb rain water, it will not be necessary to provide a drainage system. Grading the surface of the court from the net to the back line on a 1 per cent grade will shed all water falling on the court. The court should be level on all transverse sections.

Another system of grading can be used whereby the water sheds in four direc-

tions and still another, the reverse of the first, which affords a sharper bound of the ball by better angle impingement, that is, grading the surface from the base line to the net on a 1 per cent grade and, thence, with a valley to the sides or a recessed trough.—DAVID WEGLEIN.

Selecting Library Books

Question: How may school library books be chosen wisely?—C.D.L., Pa.

ANSWER: It is a good practice for the librarian or whoever controls the library budget to request from all teachers who make use of the library a list of reference books needed. Each list should be arranged in order of preference, with the most urgently needed books at the head of the list. With such lists the library, within the limits of its budget, could be kept up to date.—FRANK A. JENSEN.

School-Owned Farms

Question: Are school-owned farms practical for vocational agriculture? To what extent is it practical to use these farms to augment the food used for school lunch programs?—C.D.L., Pa.

ANSWER: Ordinarily, school-owned farms are not practicable for training in vocational agriculture, since pupils usually come from home farms and other farms in the community where they have far better use of general farm facilities than school farms can afford. This is even more true of centralized and consolidated schools where transportation to and from school precludes the use of schools to advantage after bus hours.

School farms were popular for boarding schools prior to the passage of the national vocational education acts and are now usually a part of regional schools and colleges for the educational use of boarding pupils or members of staffs or both.

Frequently, schools have purchased farms for general educational use, but not for the economies involved. If, however, a school has a farm as a part of its facilities, as some schools have laboratories, workshops, libraries and other equipment, it should be managed with the idea of serving the interests of the school, wherever possible. Logically, in such case, it might be a sound plan to use the school farm to augment the food used for school lunch programs. It is always well to keep in mind that

a school farm is justified only on the basis of its educational contribution to the school.—R. M. STEWART.

Cataloging a Small Library

Question: Can you outline a simplified system of cataloging a small library in a small high school for a librarian who does not know the Dewey system?—V.G.D., Ark.

ANSWER: A useful guide to simplified cataloging is "Simple Library Cataloging" by Susan G. Akers, 3d ed. A.L.A., 1944. For successful library practice, two supplementary aids, to be used in conjunction with this text, are recommended:

Dewey Abridged Decimal Classification. 5th ed. Forest Press, Lake Placid Club, Essex, N. Y. 1936.

Sears List of Subject Headings for Small Libraries. 4th ed. H. W. Wilson Co., New York City. 1939.

The abridged decimal classification was published to meet a demand for a simple system for small libraries and is much easier to use than the unabridged volume.—AMERICAN LIBRARY ASSOCIATION.

Music Schedules

Question: How may we schedule musical organizations that draw enrollments from all high school grades?—J.H., Pa.

ANSWER: In our high schools we have one day each week as music day. On this day all pupils interested in music attend the meetings and rehearsals of all the musical groups, boys' chorus, girls' chorus, glee club, a cappella choir and orchestra. On this day the faculty recognizes the importance of and need for encouraging music and gives full credit to all pupils attending these groups. In this way, and in this way only, can you expect a good response from the entire student body toward such endeavors.—MARTIN B. ROBERTSON.

Extracurricular Activities

Question: How may teachers who serve as athletic and dramatic coaches, class sponsors and leaders of social events be paid equitably for services in connection with these extracurricular or semicurricular activities?—J.H., Pa.

ANSWER: The most satisfactory procedure, in lieu of a special schedule for such services, is to include such assignments in the position for which the teacher is employed. An advanced step on the salary schedule is added by some schools in recognition of these services. It is most unsatisfactory to institute a series of hourly overtime payments. Soon other teachers evade conferences with parents or any work outside regular school hours. They develop all manner of charges of unfairness and make comparisons with other teachers.

Some schools successfully lighten class assignments to compensate for the additional assignments out of regular hours.

(Continued on page 10)



AIR...new assistant to the doctor

One of the most promising medical aids the hospital can offer the doctor after the war is *air*—properly conditioned to simplify and speed his work. In surgery, for operating rooms, recovery and convalescent rooms—in maternity sections, for labor, delivery, nursery, and premature rooms—in diagnostic, basal metabolism sections—air conditioning has proved itself a sound investment on the part of the hospital.

Equally important are the services of refrigeration—in the storage of biologicals, in X-ray development, in food preservation, in ice making. Adequate refrigeration facilities are indispensable in the hospital plant.

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With extracurricular activities as extensive as they are in the schools today, the administrator can deliberately apportion the assignments throughout his faculty. Some schools require each teacher to give a specified amount of time to school activities outside the classroom and to community projects.—CHESTER F. MILLER.

Work Load of Custodians

Question: For how many square feet (or any other unit) should a custodian be held responsible?—J.H., Pa.

ANSWER: This question is not clear. If you mean the number of square feet which one man can take care of, the answer would usually be given as 2215 square feet.

If your question refers to the maximum size building which one man, without help or assistance, could supervise, the upper limit is almost indefinite.—DAVID WEGLEIN.

The inquirer will find assistance also in the article by Thomas E. Carson Jr. entitled "Is Your Janitor Work Load Fair?" which was published in the September issue, p. 58.—ED.

Armed Forces Institute

Question: Some schools have a plan for following up the boys who enter the armed services before graduation from high school. Do these boys know exactly how to benefit from the Armed Forces Institute? We need good guidance material to give them before they leave school in order that they may ultimately receive their high school diplomas.—W.H.S., N. Y.

ANSWER: Information of the type desired has been supplied direct to high school principals by Institute headquarters and indirectly through the American Council on Education, the National Association of Secondary School Principals and regional accrediting associations. Current information will be supplied upon request to the Commandant, United States Armed Forces Institute, Madison 3, Wis.—MAJ. S. D. BENBOW.

What Justifies Expulsion?

Question: What types of misconduct justify expulsion from a secondary school?—R.B.J., Mo.

ANSWER: This is a difficult question to answer in view of the many variable factors to be considered in each case and the fact that new types of misconduct are in the offing each day. In many cases of unusual misconduct we have asked the pupil to go home and bring one or both of his parents to school for consideration of the problem. In many cases neither the pupil nor the parents appear.

Misconduct on the part of pupils must be considered in terms of the pupil and the school rather than in terms of the type of misconduct. General broad school policies should govern such problems rather than a list of definite school rules.—FRANK A. JENSEN.

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The recent letter from which the above is quoted was written by the Superintendent of Schools, Harrison, N. Y., District No. 6, Mr. Louis M. Klein, who continued . . . "and 4 years of use of this building have proved it to be a thoroughly well-constructed, practically laid out, and a genuinely usable and functional school building which has been a real asset to our community."

The impressive educational and social results which the School Board of Harrison, N. Y. has attained with this outstandingly modern functional plant is so immediately apparent that even a layman is deeply impressed.

The precision and efficiency in human relations with which this school entity functions amply justifies the first paragraph of Mr. Klein's letter, which attitude an observer would be certain is shared by the entire school staff . . .

"I am very proud of our new High School building which was constructed in 1939-40, and which was made possible by the vision of our Board of Education and the authorization of our taxpayers. Mr. Vignola, the Architect, did an excellent job in the design and layout of the building. This has been the fourth year of use of this building which from an educational point of view has been extremely functional. The upkeep of the building has been kept to a real minimum by the type of construction and the type of materials put into the building, which have been very serviceable."



Air view of the Central School, Goshen, New York, a large and exceptionally well-appointed school building of which the impressive wings are shown in a smaller picture below. Robert R. Graham, Architect.



Above, large Central School, Dundee, N. Y. Robert R. Graham, Architect. Below, Elementary School, Montpelier, Vermont, also designed by Robert R. Graham, Architect.

The four views, left to right, Fort Ann School, Fort Ann, N. Y. Carl W. Clark, A.I.A., Architect.

Close-up view of one wing, Central School, Goshen, N. Y. Robert R. Graham, Architect.

Night view, Junior-Senior High School, Harrison, N. Y. Robert P. Vignola, Architect.

Library and Reading Room, Central School, Goshen, N. Y. Robert R. Graham, Architect.



SCHOOL Construction



Above, the modern, extremely functional Junior-Senior High School, Union Free School District No. 6, Harrison and Rye, N. Y. At left, main entrance of Harrison, N. Y., Junior-Senior High School, with extruded aluminum and glass marquee and impressively large extruded aluminum windows. (See night lighting effect in smaller picture below.) Architect, Robert F. Vignola, Harrison, N. Y.

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ROBERT F. VIGNOLA, Architect
Harrison, N. Y.
(Junior-Senior High School)

I wish to take this opportunity, now that the Junior-Senior High School (Harrison, N. Y.) has been completed, of expressing my appreciation of the business-like way in which your firm carried thru this half million dollar project.

I can assure you that should I have another similar project, I sincerely hope that you may be the successful bidder and that I may have the opportunity of renewing the pleasant relations that have existed throughout the entire construction of this school.

(Signed) Robert F. Vignola

CARL W. CLARK, A.I.A., Architect
Cortland, N. Y.
(Fort Ann School, Fort Ann, N. Y.)

... Thruout the progress of the work, (at Fort Ann) your corporation was all that one could ask and the completed product is one of which the School authorities, the State authorities and this office are justly proud.

Our administration work was made easy due to the efficient office practices of your company.

(Signed) Carl W. Clark, A.I.A.

ROBERT R. GRAHAM, Architect
Middletown, N. Y.

(Goshen, N. Y., Dundee, N. Y., and Montpelier, Vt.)

The issuance of your final payment on the Goshen project brings to a conclusion 3 years of close association with you on the construction of 3 of my largest school buildings.

It seems appropriate now to thank you for your careful work and to congratulate you on your organization, your superintendence and ability to expedite your work.

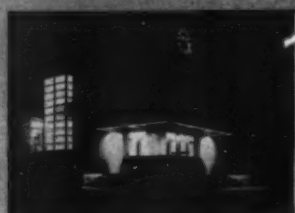
It has been a pleasure to work with you, and I trust that we will soon have work which will be of interest to you.

(Signed) Robert R. Graham

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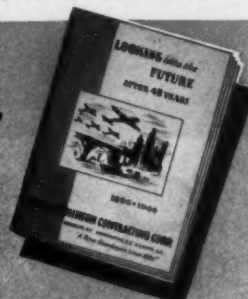
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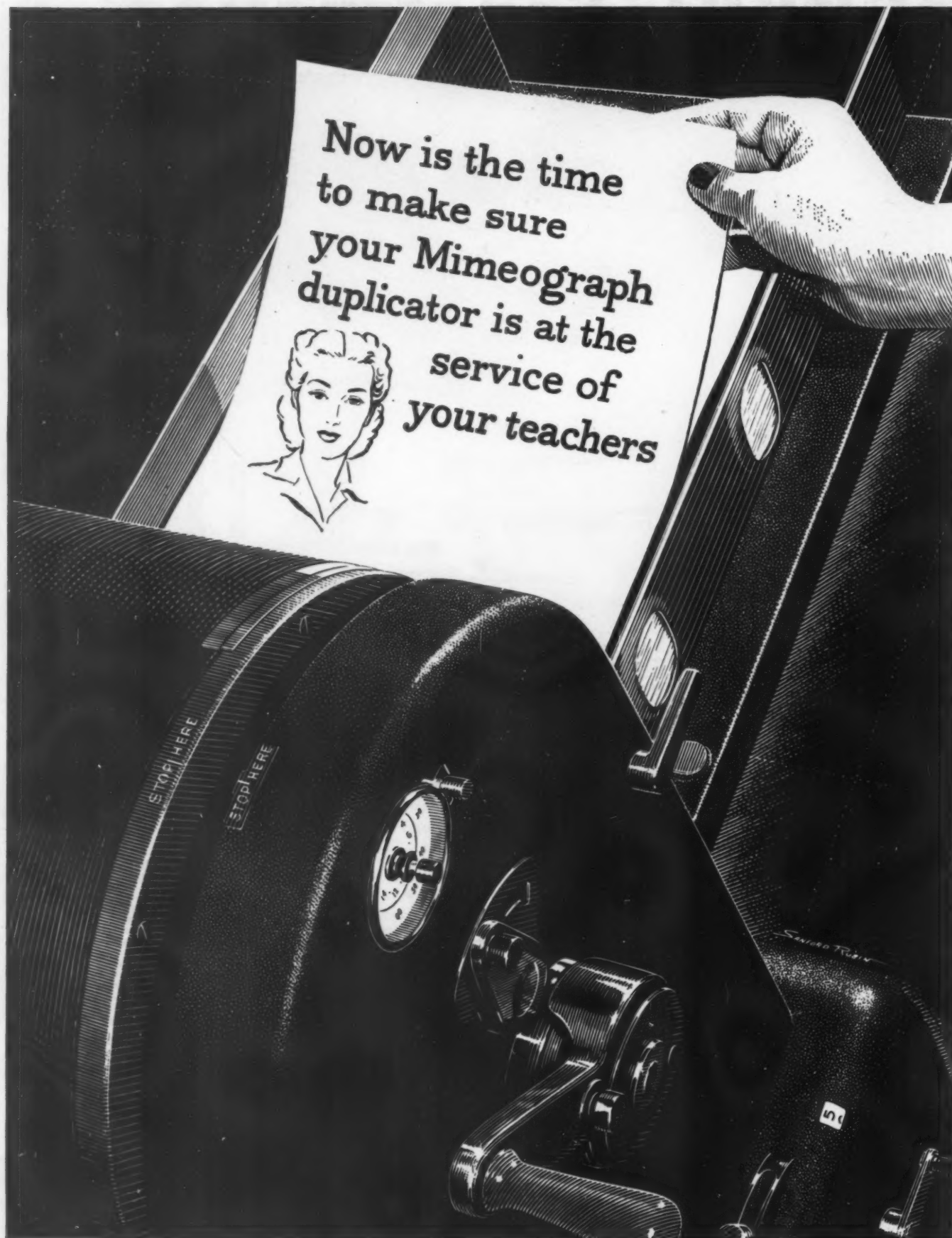
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LOOKING FORWARD

Christmas Seals

FIFTY years ago tuberculosis took the greatest death toll among children and adults of any known communicable disease. The attention of the medical world began to center on possible means of control.

A national program of popular education and service financed through the sale of Christmas seals for the last forty years has been carried on by the National Tuberculosis Association. This work has been invaluable in assisting the medical profession and health authorities in combating the great killer.

The 1917 tuberculosis death rate was 180 per hundred thousand Americans. As a result of education and increased medical knowledge the death rate was reduced to 46 by 1940. Despite this tuberculosis is still more widely fatal than any other communicable disease.

No single agency can claim credit for this improvement but neither would anyone deny that the educational and promotional efforts of the National Tuberculosis Association have played a most significant part. Increased funds are needed to continue this work and to extend the program of tuberculosis detection in school children through more general use of x-ray photographs. This need is an excellent reason for teachers not only to buy but to encourage vigorously the sale of 1944 Christmas seals.

Allen Sisson Whitney

ONE of Michigan's great educational leaders passed from the scene when Allen Sisson Whitney, dean-emeritus of the school of education, University of Michigan, died September 9 at the age of 87.

He was one of 13 children, several of whom became teachers, born on a farm near Mount Clemens, Michigan, in 1857 of sturdy pioneer stock and reared in the rugged American tradition. After graduation from the University of Michigan in 1885, he served as superintendent of schools, first at Mount Clemens and later at Saginaw, Michigan, until 1899 when James B. Angell made him high school inspector.

Except for several years at Cornell, Jena and Leipzig universities in graduate study in education, the remainder of his professional life was spent at the University of Michigan. He became full professor of education in 1902, served as head of the department from 1907 until 1921 and then became the first dean of the

newly organized school of education from 1921 until retirement in 1929. Syracuse University honored him with the Doctor of Laws degree in 1921 and Michigan made him a Doctor of Education in 1939.

Dean Whitney's professional life was so completely a part of the development of public education in Michigan during his forty-four years of service, first as superintendent and later as university professor and administrator, that it is difficult to separate the two. He believed with John Dewey that education was life and with Charles E. Beard that the public school could not be set apart on a hill. In contrast with the generally accepted academic practice of his generation, he lived actively and aggressively on the unsheltered professional front, always among the first to strive for the development of public education. His lifelong passion was the improvement of teaching method and he labored mightily to introduce into the university and the public schools the pedagogical concepts then preached by the great German liberals. He maintained until the end that the chief value of a superintendent was as a leader of teachers, with technical administration distinctly secondary.

Dean Whitney had strong principles and strong beliefs. Once he decided that a course of action was right, he fought vigorously for it, regardless of odds. When questions of political interference with the educational process arose, he could always be counted on to support the schools. As years passed his reputation for honesty and fairness was generally accepted and he was frequently called to referee community conflicts.

After deciding that organization was one way to develop American teaching into a profession, Doctor Whitney began his long struggle against academic prejudice for the creation of an independent school of education at the University of Michigan.

The regents approved the organization in 1921 and Doctor Whitney became the first dean. During the last decade of his service he gathered an unusually strong faculty which brought early national recognition to the new school.

One of the organizers of the North Central Association of Colleges and Secondary Schools and the Michigan Schoolmasters' Club, Dean Whitney was an early exponent of a better integrated elementary-secondary school program and was instrumental in promoting the junior high school in Michigan. He was also an early advocate of those activities which later

developed as homemaking, vocational and adult education programs. Most of his writings were in the form of papers read before state and national professional meetings. His educational philosophy may be described as one of rational progressivism but in his early and continued advocacy of educational reforms he never overlooked or minimized the need for thoroughness.

In his colleague relationships he was purely paternalistic, looking on faculty members as boys he had reared, treating them as members of a large family, protecting them from outside criticism but reserving the right to administer to their needs as he saw fit. No professional challenge was too great, yet he never held a grudge. His struggles were as impersonal as it is possible to make them in an academic world of high sensitivities and specialized interests. His stature will grow with the years as the true measure of his professional contributions stand forth in the mellowed light of time.

Censorship in Boston

AN EXTRALEGAL censorship over adult reading has been maintained for many years by the Boston police department under the direct stimulation of the Watch and Ward Society, a blue-nosed Protestant group, and the Archbishop of the Roman Catholic Church. The procedure works as follows: If Boston bookstores distribute for sale a book or pamphlet not approved by either of these groups or by individuals associated with them, verbal or written complaint is made to the metropolitan police. The police captain censor then proceeds to "ban the publication" from sale by threatening the booksellers with prosecution if they do not withdraw the publication.

Since most booksellers have no desire to enter into expensive litigation with the police or to be subjected to the annoyances that politically controlled policemen are capable of producing, they withdraw the "spotted" publication from circulation. Similar pressures are brought on the public schools and the public libraries.

This "administrative procedure" prevents orderly court review and is illegal in spirit, if not always completely in fact. Since the complainant seldom appears or even shows his hand, a situation arises whereby anonymous complaints made to the police produce undesirable pressures on retail outlets and institutions and deprive adult Boston citizens of their right to determine what they shall read.

There have been many one-man revolts against this extralegal police censorship. Some years ago H. L. Mencken had himself arrested for selling the one-time banned *American Mercury* and more recently Bernard DeVoto was arrested for buying "Strange Fruit," a realistic novel that is already an American classic.

The most recent protest has come from the Massachusetts Library Association which, by unanimous vote of its members in regular session, protested vigorously against the current method whereby reactionary-minded individuals or minority groups are capable of de-

termining what adult American citizens living in Boston shall read. The resolution of the Massachusetts librarians was sent to the governor, the mayor of Boston, the district attorney, the police commissioner and the president of the board of trade of Boston book merchants.

The action of the Massachusetts librarians cannot be too highly commended. It is high time that all professional groups interested in the preservation of the American right to publish and to read begin vigorous action against the incredible un-American censorship existing in Boston. Only by continuous pressure and full and continuous publicity can these conditions be remedied.

Discipline

DAMNING the public schools during the last two years for "softness," "lack of discipline" and "contributing to the development of psychoneurotics" has been more than an occasional pastime for high ranking members of our military establishments and some nationally syndicated columnists. One or two attacks of this nature might be overlooked but the consistency of this propaganda against any new ideas in public school teaching leads to the belief that some group is interested in placing the teaching profession and the schools on the defensive for as yet undisclosed purposes.

One of the chief criticisms is the "lack of discipline" in elementary and secondary schools. Anyone even remotely familiar with actual classroom conditions knows that this charge cannot be seriously sustained. In those urban centers where hoodlumism and race tensions have developed during the last two years, there has, if anything, been too much of a repressive and coercive discipline to which children of free men should never be subjected.

In the welter of these unfounded criticisms, it is a relief to turn to a little bulletin entitled "Discipline" recently published by the department of supervision and curriculum development of the National Education Association and written by George V. Sheviakov, assistant superintendent of schools at Vanport, Ore., and Fritz Redl, associate professor of group work at Wayne University, Detroit.

The authors raise the question of what discipline actually means, the kind of discipline essential to our democratic way of life and how best to achieve it. The general discussion is followed by careful analysis of actual classroom problems and some methods for solving them. More good sense is packed into these 64 pages than in many books previously written on the subject. Extensive reading is suggested not only for teachers but also for parent groups that need to distinguish between fact and propaganda.

The Editor

VOCATIONAL BILLS Threaten Balance and Unity of Secondary Education

ARTHUR B. MOEHLMAN

TWIN bills have been introduced into the Senate (S.1946) and House of Representatives (H.R. 5079) under the sponsorship of the American Vocational Association, one of the collateral budget-getting pressure lobbies of the United States Office of Education. These bills request a new annual continuing federal appropriation of \$97,500,000 in addition to the \$21,742,780 already appropriated annually through the Smith-Hughes and George-Deen acts!

The stated purpose of these bills is "to provide vocational training and retraining programs for the occupational adjustment of veterans returning from military service, workers demobilized from war production plants and for other youth and adults, that individuals and the nation may attain economic stability and security, *and to further extend the program of vocational education.*" [Italics ours.]

Appropriations Are Proposed

For these purposes the bill proposes the following appropriations: for the planning, developing and operating of area schools, a new administrative venture, \$24,000,000; for education in agriculture, farm mechanics and the Future Farmers of America, \$23,000,000; for home economics, \$16,000,000; for teacher training in trade and industrial subjects, \$16,000,000; for occupational information and guidance program, \$4,000,000; for public service occupations, \$2,000,000; for distributive occupations, \$7,000,000; for office occupational subjects, \$5,000,000; for supervision of industrial arts education, \$5,000,000.

After 1946 each state will be required to match at least 25 per cent of the minimum allotment. Since these appropriations, except when specifically exempted, are subject to

the same conditions as those in the Smith-Hughes Act, it is the opinion of certain legislative specialists that the 25 per cent matching is merely the floor and not the ceiling for parallel state appropriations.

The people of the several states, school board members and the teaching profession may well ask whether the purpose as stated in this proposal is valid and why, when the emergency war need for "vocational training" has passed, the people are asked to extend this type of vocational training permanently by means of so huge an appropriation.

Veterans Will Want Schooling

Provisions for essential retraining of demobilized workers are already present in industrial communities. Most of the returning veterans will be beyond high school age and more interested in thirteenth and fourteenth year programs. The number of veterans who are eagerly waiting to use the \$16,000,000 asked for home economics or to join the Future Farmers of America is probably small. The true reason for this bill is innocuously contained in the last clause under purpose—"... and to further extend the program of vocational education."

In 1944 the Congress appropriated a total of \$152,442,780 for special and regular vocational training of the Smith-Hughes type to which the states added another \$21,742,780, providing a grand total of \$174,185,560. After one year of operation of the proposed and existing acts, the federal government and the states would be spending a minimum of \$165,360,560 for these types of federally dominated and restricted vocational training programs and might conceivably spend as high as \$238,485,560, or one fourth of the total amount spent for secondary education in the entire United States in 1940!

The effect of this proposal would be a permanent distortion of the sec-

ondary school curriculum making it top-heavy with vocational education to the detriment of health and physical education, language instruction, the social studies, mathematics and science and the fine arts, five other equally valuable and important curricular divisions.

"Area Schools" a Danger

Possibly the most dangerous threat to the classless public school is the vague proposal for "area schools" which "must be below college level" and may be "above the high school level." This description would eliminate the independent junior college and might be reasonably construed to eliminate the integrated community college, including grades 11 through 14. It would actually produce narrow vocational area or county schools separate from community control and most probably administered directly by the vocational director for the state who would then become a mandatory officer.

In summary, the bills ask for continuing appropriations for a primary reason which their backers know to be unnecessary. They would fasten upon the states even greater federal control of vocational training of the Smith-Hughes type. They would produce a permanent distortion of the secondary curriculum and act as an additional step in the development of class-mass schools. The provision for regional schools under state control would further destroy the integrity of the community instructional program. The proposal is extremely dangerous to the concept and growth of a classless educational unity so essential to the continuation and improvement of our democracy. It is unnecessary and wasteful of public monies at a crucial period.

Not only should an alert Congress quickly reject these twin bills (S. 1946 and H.R. 5079) but that body might do well to renew its rebuke of the spring of 1944 to the United States Office of Education for "being particularly aggressive . . . in propagandizing" Congress for increased appropriations.



A check-up by the school nurse starts the day off right.

Health Habits Learned

FLORENCE BENELL

Director, Health Education
The Tuberculosis Institute of Chicago and Cook County

THE examination of draftees for World War I disclosed the fact that a large number of young men of our country were suffering from defects and diseases which were the result of poor hygienic living. This discovery led to a great demand for educational effort along the lines of public health.

In the present war's Selective Service draft, again many young men have been rejected because of defects resulting from poor health habits. What is the reason for this blot upon the health status of our young men?

There are three main causes for poor health habits, namely, ignorance, poverty and indifference. Much has already been done sociologically toward correcting the second cause; for the first and third, education is the method that must be used. It may be argued that already great strides have been made in educating people in good health habits. Teach-

ers, for example, will attest to their efforts along this line. But, unfortunately, in many instances training in the principles of hygiene has not been started early enough.

It is a well-known fact that the best time to inculcate good habits is during a child's most impressionable age, namely, at 2 and 3 years. Many authorities agree that an excellent method of molding a child's character is to place him in a nursery school where he will learn health habits.

To see what sort of health training is offered by nursery schools, let us follow, for example, a typical day in the nursery school at Milwaukee State Teachers College. Upon arriving at school in the morning, the child has a physical check-up by the

school nurse. His throat is examined, after which he sits down for a few moments with a thermometer under his tongue.

This procedure teaches the child the necessity for being well. He learns that he cannot have a sore throat or a temperature and remain in school. It also impresses the same important fact upon the parent who accompanies the child to school.

When this check-up is over, the child goes out into the play yard. Here he learns how to get along cooperatively with others, which is an important factor in the development of mental health. The play period is interrupted by the serving of midmorning tomato juice, which is essential to good nutrition.

Because children of this age are great imitators, of each other as well as of adults, little difficulty is encountered in getting the child to drink his juice. He simply follows the others in draining his glass. A short rest period comes next, which instills in the child the need for rest after play and after taking food. This is followed by more outdoor play and another rest period spent lying on a cot. This rest period is preceded by lavatory routine which teaches the child the necessity for going to the toilet and for hand and face washing before eating lunch.

The lunch period provides a lesson of utmost importance. A few of the children help in setting the tables. Many an adult could benefit from observing the method used by a 3 year old in performing this task. The youngsters have the same diet and eat in small groups carrying their plates to a central table to get their own food. This gives them the sensation of being grown up. They may have several helpings of food, if desired.

Following the meal comes cod-liver oil (the nonrationed kind) which is taken without any fuss.



Hand and face washing before eating is a good health habit.

in Nursery School *persist through life*

not be denied that habits of the types mentioned in this article, when imprinted upon the mind of a young child, will remain with him always. A great need exists for more nursery schools so that this health training can reach more children throughout the entire nation.

If the adult does not make faces, the child will gladly consume the oil. Besides the benefits derived from the supervised diet, the child learns to cultivate a taste for all kinds of foods, which is important. The 40 per cent of draftees rejected under Selective Service because of nutritional defects would have been reduced greatly in number if these men had acquired good dietary habits in early childhood.

Lunch is followed by a sleeping period, which again impresses upon the child's mind the need for rest. Sleeping with other children in a large room removes the opportunities a child might bring up for avoiding his afternoon nap. Once

more it is merely a matter of seeing others going to sleep and doing likewise.

When the nap is over, a snack consisting of a vitamin B cookie and milk is given each child before he goes home.

Among other habits the child acquires at nursery school is that of covering his nose and mouth with his hands when he sneezes. If a 2 year old can be taught the importance of doing this, why cannot adults also be impressed with the urgency of so doing?

The answer to the question of how to promote good health habits is to begin the training early, as is done in the nursery school. It can-



Going to the toilet is routine.

WHICH ROAD?

The "empty reform" of the 100 best books or America's own tradition of freedom?

ARTHUR E. MURPHY

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THERE are radical differences of opinion as to the way in which tradition, or the usable past, is properly to be used in the education of those who must, in the present and future, make the most of their own lives and contribute effectively to the life of their community. One such opinion, currently presented by its protagonists as a philosophy of education, can usefully be designated as "traditionalism."

Tradition of the 100 Great Books

The new traditionalism has appeared under various titles and with a variety of slogans. It is most familiarly known at present as the recovery of the liberal arts by the reading of 100 great books at St. John's College, as "Education for Freedom" and as the spiritual revolution which has for some years been incubating at the University of Chicago.

In "Education for Freedom," President Hutchins of that university tells us that "the liberal arts are the arts of freedom. To be free a man must understand the tradition in which he lives. A great book is one that yields up through the liberal arts a clear and important understanding of our tradition. An education which consists of the liberal arts as understood through great books and of great

books as understood through the liberal arts would be one and the only one which would enable us to understand the tradition in which we live. It must follow that if we want to educate our students for freedom we must educate them in the liberal arts and in the great books."²

As for the liberal arts, Mark Van Doren has been most explicit. "What are the liberal arts by name? Tradition, grounded in more than two milleniums of intellectual history, calls them grammar, rhetoric and logic, arithmetic, music, geometry and astronomy."³ "Latin Europe" called the first three the trivium and the last four the quadrivium. Some latitude may be permitted in their teaching but there can be no deviation as to essentials.

What Do These Books Teach?

The emptiness of the traditionalist "reformation" becomes apparent as soon as one begins to inquire seriously what the authoritative doctrine is that the contemporary student is to imbibe from the 100 best books. One such is "skepticism." Yet among the unkillable classics in the St. John's curriculum are Montaigne, Gibbon, Voltaire, Hume and Poincaré. Is their authority to be invoked on this matter?

¹Hutchins, Robert M.: *Education for Freedom*, p. 14.

²Van Doren, Mark: *Liberal Education*, p. 81.

Will the liberally educated student learn from Kant's "Critique of Pure Reason" that respect for metaphysics which the traditionalists are so eager to inspire? Will he find in Bacon, Galileo, Descartes, Spinoza and Bentham the needed corrective to contemporary "scientism," or in Machiavelli, Hobbes and Hegel the principles of political morality which Doctor Hutchins takes to be essential for the vindication of democracy?

A Basis of Anti-Intellectualism

If "our tradition" is summed up in the 100 books in the St. John's curriculum, then our tradition, as represented by Rousseau, Freud and William James, lays the foundation for just the sort of anti-intellectualism that the traditionalists denounce.

Plato, Calvin, Rabelais, Swift, Tolstoy, Marx and John Stuart Mill have important things to say about the "nature of man, the ends of life and the order of goods" but to suppose that what can be extracted from their teachings by a judicious use of grammar, rhetoric and logic, or even of arithmetic, music, geometry and astronomy, adds up to an authoritative verdict on "our tradition" in these matters is, to put it mildly, preposterous.

There is, however, a much narrower meaning of "our tradition" to which the traditionalists seem at times to revert and which, for purposes of authoritarian indoctrination,

³Readers interested in a more detailed study of Doctor Murphy's views are urged to obtain a copy of the Proceedings of the second annual Conference on the Scientific Spirit and Democratic Faith before which the larger paper, of which this is an abridgment, was presented. The Proceedings may be obtained from Dr. Jerome Nathanson, secretary, Central Park West and Sixty-Fourth Street, New York City.

is much more usable. Thus, it is often said that our tradition of political democracy rests upon or presupposes a belief in the dignity of man and that this, in turn, cannot survive without the acceptance of a theological doctrine about the relation of God to man.

This doctrine holds that man possesses the human dignity which justifies his right to political freedom as an "ancestral appanage," or supernatural endowment, and that apart from this supernatural sanction the case for political democracy cannot be made out or the belief in it cannot be maintained. Hence, "education for freedom" must become indoctrination in the theological presuppositions of approved political principles.⁴

This amounts to a demand for doctrinal orthodoxy in matters of religious belief and theological speculation as a prerequisite for political unity and for the use of our colleges and universities as the agencies through whose teaching this doctrinal orthodoxy is to be established.

We Have Our Own Native Tradition

However, in this country we have a tradition of our own, once imported from Europe, to be sure, but now well rooted on native ground, and we set some store by it. It is a tradition that goes a long way back and that owes a debt we would never disavow to the faith and philosophy of the thirteenth century. But it did not stop growing in that century, nor are we at all inclined to regard its later growth as an expression of erroneous and misguided ideals.

It came to these shores in the seventeenth century in the fighting faith of religious sects whose zeal for "freedom" was not satisfied by the credal orthodoxy of either ecclesiastical or traditional authority. These sects learned here, after the bitterest sort of controversy, that toleration is not merely a privilege demanded by a minority sect which claims to be the exclusive repository of divine wisdom but a responsibility which that same sect is bound to honor when it gains political authority, to grant to other religious groups the freedom which it had previously demanded for itself.

⁴This view is strongly stated by Thomas F. Woodlock, contributing editor of the Wall Street Journal, in the foreword to "Democracy: Should It Survive?" Pp. 7-11.

The eighteenth century also had something to add to the tradition of freedom. The men who wrote the Declaration of Independence and the Bill of Rights, in many instances, had had a good classical education, as the traditionalists like to tell us, but when they undertook to say what freedom ought to mean in this country it was by no means as "traditionalists" that they spoke. For they believed in freedom not merely as an "ancestral appanage" but as a political right to be guaranteed under our Constitution to men who would judge and speak as their own reason dictated. For this reason they wrote into the Constitution, as the first item in the Bill of Rights, a provision that "Congress shall make no law concerning an establishment of religion," a provision which Jefferson properly described as "building a wall between Church and State."

The nineteenth century is not looked upon with much favor by lovers of the antiquities but it was a great period in the growth of free institutions. It was the century in which the "rights" eternally guaranteed to "Man" by his supernatural derivation were progressively extended, in those countries where "liberalism" was a political ideal and not a term of reproach, to those men who do the ordinary work of the world—in which slavery was largely abolished, the organization of workers for the furtherance of their economic interests developed and free secular education extended to those classes whose spiritual welfare had previously been supposed by no means to require it.

Our Spiritual Prophets

Yet the nineteenth century in America was not without its spiritual prophets as well. No one ever combated the preoccupation of his countrymen with *merely* material goods more courageously or explicitly than Emerson, Theodore Parker and Thoreau. They were learned men for their time and they had profited much from the study of the classics. Yet when they spoke for the ideal of spiritual excellence, which they believed to be possible to human nature, it was not in the name of an authority derived from a pious picking over of the literary remains of a borrowed culture. They spoke as men who could judge for themselves and in their own day the

things that are good and could find in them, for those with eyes to see, the promise of more day that is yet to dawn.

Nor did our tradition of freedom cease to grow as we came into the twentieth century. The years of the reform era, of the new freedom, new poetry and even new realism were among the best in our history. The term "progressive" in those days had a genuinely constructive meaning for we were learning the social responsibilities of our individualism and beginning, though still in a tentative way, to translate them into a program for action. John Dewey's "Democracy and Education" spoke for that period at its best and its teachings have been woven deeply into the texture of American thought and practice.

We Need No New Tradition

And so it is that when the apostles of the St. John's gospel tell us that we must now by drastic methods acquire a tradition if we are to preserve our democracy we are not greatly impressed. For the fact is, we have a tradition and there is great health and sanity in it and a capacity for growth that has by no means yet been exhausted. We realize that this tradition has its limitations and that it must continue to grow and develop if, in our own time, we are to be adequate to the great unfinished tasks remaining before us. And it is for that reason that we cannot regard any past formulation of this tradition, however great, as an authority with which its further development must conform.

We must indeed educate for freedom and must make the best possible use of our tradition in so doing. Hence, we shall have to turn from "traditionalism" to the continuance and development of our own tradition and from "Education for Freedom, Inc." to the effective maintenance of freedom in education. For we are a practical people and we tend to believe that those who are to be our spiritual mentors should practice what they preach. There will be enough to learn and enough to do in this great undertaking to nourish and to exercise effectively our capacities for wisdom and goodness and to further the actualization of those spiritual values about which the traditionalists are now so properly concerned.

Have You a Research Department?

Or are you always declaring that an emergency exists?

THE lessons of experience are learned anew each year. The changes made in order to apply what thus is learned are a part of the development of city school administration. However, to depend only on trial and error to learn how to operate a school system is costly of time and relatively wasteful of effort. Both time and effort are saved by spending enough money to retain a small staff of qualified research workers who may look into the circumstances that surround the newer developing problems of all departments of the city schools. This staff should make frequent critical reports to the superintendent.

Spasmodic Research Unsatisfactory

Some schools still conduct spasmodic researches in the form of published surveys. When these reveal conditions unfavorable to the instruction of the boys and girls, the school management or groups of laymen may organize campaigns to arouse the public to a willingness to make the desired reforms. The combination of the survey report, the campaign with its emotional publicity and the reorganization made to achieve the needed reforms often injures some teachers by causing their displacement and may lower the respect and good will which the public has had for its schools.

Schools whose research departments and superintendents alertly plan to avoid serious problems by making continuous small adjustments thereby build up the good will of the public and increase the respect and confidence of the patrons. But research departments are needed even after ideal adjustments have been made to the educational aspirations and social needs of the community for school leadership requires the knowledge that may spring from good research in order to meet the changing social conditions that occur continually. There is no rest for the school research department no matter

how fully it has done its work. It always has the task of helping supply the school management with a vision for the future.

The changes in social conditions that occurred in the past decade often were not anticipated or correctly interpreted by city school authorities and adjustments to them were not made by the school management staffs. Today's unsolved educational problems, some of which became acute at the time of those social changes, should be evidence enough to convince superintendents and school boards that continuous research into the problems of the schools should be the order of the day. There is no room for the thought that educational research may have a temporary rest. The complacency with which the schools were accepted in the past decade in many cities may have reduced the universality of enjoyment of some of the educational advantages that Americans thought they were giving their boys and girls of school age.

Changes That Affect Schools

For instance, the decline in enrollment in large cities in less than a decade was as great as 20 per cent here and there. Thousands of families moved to the suburbs. Others began to send their children to private and parochial schools. Juvenile delinquency increased. There were disturbances created by pupils against their teachers. And there were instances of drastic and embarrassing shrinkages in the assessed valuation of real property from which a large portion of school support is derived.

Problems arose out of these and other social changes. The problems became acute because they were not

met squarely by the somewhat bewildered school management staffs. Some of the most troublesome of those problems are well known. For instance, large city schools became greatly overstaffed and oversupplied with janitors. Bewildered management failed to reduce staffs appreciably over a period of years in which enrollments were becoming much smaller. In some such instances, staffs were increased while enrollments were decreasing.

Typical Problems

Instances are recorded in which the public was unwilling to forgo the use of old buildings that were only partly occupied, even after considering the facts. Public opinion was known to refuse to create new attendance areas for the school housing of the boys and girls, in some instances, giving more weight to the sentiment connected with old buildings, even when they were partly occupied, than to efficient housing of pupils for better instruction. And during most of those years there was not enough money available for the schools to perform all the services, unimpaired, that the public expected of them.

Some of those acute problems have been attacked belatedly by declaring them to be emergencies and using rather drastic remedies for their solution. But there should be a vision for the future in order that school systems may avoid falling into just as serious difficulties again when other social changes occur. I believe that alert research departments can contribute immeasurably toward the avoidance of declaring emergencies in city school administration problems in the future. Some inquiries

A. V. OVERN

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that seem worth making, in this connection, are presented here for whatever they are worth to those who recognize them as problems in their own cities. They are as follows.

1. How would various new methods of financing the public schools in cities affect the pocketbooks of the heads of families in various occupational, financial and age categories?

2. To what extent do individuals in various occupational, financial and age categories support, or contribute to the support of, any school enrollees, children or adults?

3. What services do citizens want the public schools to perform and how much do they think they can afford to pay for these services? Compare individuals by sex, including housewives and others in various occupational, financial and age categories. A number of subordinate points should be investigated in this connection. For example, does the public stagger from its attempt to support poorly too heavy a load of school services?

Should education of the lame, the blind, the deaf and those with other physical defects be given to other agencies, such as the state, and no longer be assumed by the city schools? Does the public want to accommodate all those of kindergarten age in public school kindergartens? How extensive does the public want its public school medical, dental and nursing services to be? What services does it want those departments to render and to how many pupils?

4. Does the public, classified into various categories by occupation, age and parental status, consider any of the services attempted by its schools to be "fads and frills"? If so, what definitions of "fads and frills" are best accepted? Are there any public misgivings about accepting certain activities as readily as others in the regular school program, such as instrumental music, special types of physical education, instruction in trades, home nursing for ill pupils or other rather unusual services rendered by the school?

5. Evidence ought to be obtained to shed light upon the relative cost and efficiency of conducting a survey followed by a campaign and a reorganization for improvement every few years in a city *versus* a continuous survey with minor adjust-

ments made each year to improve the instructional conditions in the same city school system. Will such facts as can be obtained bear out the theory that continuous adjustment is better than emergency reorganization?

6. At what approximate ages do school buildings of the types found in city school systems show the most

rapid deterioration? Sometimes old buildings are exceedingly expensive to operate. At what ages can one feel justified in eliminating them?

The inquiries suggested point the way toward many smaller studies that would be suitable for masters' theses and that might become key points of large studies conducted by city school research departments.

The White House Conference on Rural Education

JULIAN E. BUTTERWORTH

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IT WAS appropriate that the fifth White House Conference devoted to the welfare of children, held on October 3, 4 and 5, should bring into focus the special problems of the education of children living in rural environments. The three day program included a noteworthy series of discussions on almost every aspect of rural education.

There were *two* phases to the program: (1) statements by educational and farm leaders on problems and goals and (2) proposals by discussion groups as to the general and specific plans of action. The general lectures dealt with such themes as "Building the Future of Rural America"; "Trouble at the Crossroads," and "Building Rural Communities Through Education." Among the speakers were: Commissioner John W. Studebaker; Katherine Lenroot of the Children's Bureau; Murry Lincoln of the Cooperative League of the United States, and Howard Dawson of the National Education Association.

There were 10 discussion groups. Three dealt with the needs of rural children, the planning of education for community living and the scope of education for rural people. As a means of implementing the ideals outlined by these three committees, seven groups presented proposals regarding professional personnel, organization and administration, plant and equipment, minority and exceptional groups, special problems in providing instructional opportunities, paying for the rural educational pro-

gram and planning the integration of rural education into the structure of democracy.

There was throughout a sensible combination of idealism and practicality in dealing with this most difficult of America's educational problems. One speaker, a farm leader, touched the imagination of his hearers when he said: "We need a rural citizen who sees himself as a part of a dynamic and interdependent American community. He must express the broad and unselfish perspectives of national welfare and the common good. He must see his place in society as a producer of food for human need. And he must understand that his future lies *not only in what he can secure for himself . . . but in what he can contribute to the national well-being.*"

Mrs. Eleanor Roosevelt received the members of the conference, sat throughout the discussions and participated actively in them. The President, although not listed on the published program, spoke informally, stressing the importance of bringing to a higher level the educational opportunities for rural people.

The conference was in no sense a governmental affair. It was called, planned, directed and financed by the National Education Association.

The speeches and committee proposals will be made available in printed form and will serve, it is hoped, as a stimulus to the discussion, by rural people throughout the land, of this most significant of their postwar problems.

Should Universal Military Training

The Secretary of War says "Yes"

HENRY L. STIMSON

Secretary of War

THE most important provision which can be made by the Congress and the American people for the future defense of the nation is a system of universal military training.¹ The terrible lessons of this war should convince every thoughtful American that reasonable military preparedness is the only means by which the peace and security of the nation can be maintained.

The War Caught Us Unprepared

This great war found the United States woefully lacking in trained military manpower and we were consequently forced to assume the defensive until adequate forces could be assembled, trained and equipped. While all Americans hope and pray that this disastrous war will be followed by many years of peace and prosperity, there can and will be no absolute guarantee that surprise attacks against our country will not occur in the future.

Our geographical position can no longer be considered as a protection. The development of long-range bombers, and of amphibious operations, has given a new character to warfare. In the future . . . we may be sure that we will not be given the time to mobilize our industries and to extemporize an army from the untrained youth of the nation. If we wish to protect our nation and our democratic way of life, we must have a state of military preparedness which . . . means that the youth of the nation must have had the greater part of its military training before mobilization.

The alternative would be a large standing Army. But it is traditional to our democracy to maintain a relatively small regular Army and in a major emergency to depend, in the main, on the citizen in arms. . . . Provision must be made whereby

¹Excerpts from a letter to Warren H. Atherton, national commander, the American Legion.

the armed forces can be expanded quickly to meet the military needs with trained and equipped manpower . . . through a system of universal military training. . . . All Americans should accept the principle that every citizen who enjoys the protection of a free government owes, and should freely give, his personal services to the defense of it. This means the system should be truly universal—all should be treated alike. . . .

If the American people should adopt the principle of universal military training, it would be the strongest possible assurance to the rest of the world that, in the future, America will be not only willing but *able* and *ready* to take its part with the peace-loving nations in resisting lawless aggression and in assuring peaceful world order.

Preparedness Saves Lives and Money

Universal military training would involve large expenditures. But I believe that its cost will be largely, if not entirely, offset by resultant economies in our military budget. If, through a system of universal military training, we have a great reservoir of trained officers and men in civil life, our peace establishment will be capable of rapid and a far more economical expansion than we have heretofore ever been able to accomplish. . . . Moreover, when we are analyzing universal military training in terms of cost, it should always be remembered that the greatest savings will be obtained through the prevention or shortening of future wars, savings in both money and *men*.

It is my considered opinion that we, the American people, must face

the fact that our cherished country and democratic way of life may some day be lost to us unless we are prepared to defend and preserve them. I believe that universal military training will give us the best means of providing that defense. Had we had such a system instituted after the last war, it seems clear that the shape of this war might have been altered, perhaps postponed, perhaps shortened or conceivably avoided. In April 1917, I wrote an article for *Scribner's Magazine* urging the introduction of universal obligatory military training as a part of our permanent national system. . . . I pointed out then that the very nature of modern warfare made the volunteer system impossible as an adequate means of defense.

It is not only hindsight, therefore, that leads me to say now that if we, after the last war, had been prepared to mobilize quickly and efficiently millions of well-trained men and if our production had been geared to equip these men during their training, millions of lives, ours and our Allies', might have been spared, untold suffering avoided and huge extravagances prevented.

We Must Face the Issue of War

We must not accept the philosophy that this war will end all wars and that there will never again be a need to resort to arms. From all that experience and history can teach us, we will be improvident if we do not adopt a sound peace-time nationwide form of military service. . . .

I strongly urge that this country adopt universal military service as a basic step in the preparation of this country for war and as a very good means of our avoiding war.

Be Made Obligatory?

A leading educator says "No"

Here is a live question which merits calm, careful and realistic thinking. Will the military training of American youth lead to future wars or will it safeguard us against such eventuality?

HENRY C. MORRISON

Professor Emeritus of Education
University of Chicago

WE ARE concerned with a plan which proposes to take all able-bodied boys before the age of 21 for a year of military training under Army control.

The proposal goes back to the Prussian army laws of 1814. Prussia was just lifting herself from the Napoleonic conquest. The national attitude was "This must never happen again." Right and proper. This was also the day of Beethoven, of Schiller, of Goethe and of the great universities. The Scharnhorst scheme of compulsory military training was the obvious thing. But the obvious has consequences and we are fighting this particular flock of consequences today.

The year 1814 became 1864, and there was the attack on Denmark. That was followed two years later by war on Austria. Four years later came the defeat of France. In the 75 years following 1864 Prussia and then Germany leaped at the throat of Europe in five wars. America has participated in the last two.

Military Training, Then War

Why does this curious thing appear: a long period of preparation and then rapid and determined advance on a career of world conquest? The army could have been ready

long before 1864. So it would have been, had military training as such ever been the real and principal object. Not at all: that was only a minor and subsidiary purpose. The all-controlling purpose was the inculcation in the German people, first, of a belief in military might and, second, an infatuation with the whole program of militarism with all its dogmas and cults. How so?

How the Military Spirit Grows

Suppose that our General Staff, an immortal agency, has full control for a year of every young American of a certain age for military training and indoctrination. Keep on indefinitely, class after class, year after year, generation after generation, and in 10 or 15 years the influence of this training on the views our people hold about the military way of life will be apparent. Most of the graduates will have been active propagandists for several years. Keep on for a century and the great bulk of the people will believe the General Staff despite the evidence of its own senses. The Prussian army laws of 1814 in their sequels have demonstrated this fact beyond contradiction.

The German military training, including officer training, has never been what it was supposed to be.

American, English, French, Russians have won over and over again. The President stated it correctly when in a recent address he said in substance that Americans are winning just because they are Americans. That is another way of saying that the product of our way of life outstrips the product of German training when it comes to the ultimate test of battle.

Do We Wish to Be Like Germany?

Many thousands of our people of Germanic origin are in this country because they bitterly resented having their boys in training camps for one or two years of their lives. The proposed year of training for American youth would be of little value unless it were supplemented by annual maneuvers in the field of all reservists for perhaps twenty years.

What has all this to do with our own issue? This is the United States and not Germany—and we do not wish to be made into an American Germany. The answer is that human nature in its fundamentals is much the same with us in 1944 as it was in Prussia in 1814. Military science is the same thing in one country as in another. Militarism is in the end much the same kind of thing everywhere as a national policy and as a cult.

If we take this step, it will be hard to change in the future. Adopt universal military training of this sort and we shall sacrifice our greatest glory and most valuable asset, namely, the trust of the nations in us that we have no ambitions of conquest.

The next few months will probably decide whether the statesmen of the world are capable of putting international affairs on the same footing as national affairs with respect to crimes of violence. To launch this kind of military training in time of peace would be tantamount to notifying the world that we believe there will always be war and that we intend to act accordingly.

SCHOOL OPINION POLL

THE NATION'S SCHOOLS

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

What About Corporal Punishment?

THE "spare the rod and spoil the child" adage has recently returned as a discussion topic among administrators, teachers, parents and even pupils. The development of progressive education raises the question of whether corporal punishment should remain as an "institution" or be outmoded as "old-fashioned" and psychologically incorrect.

Court decisions on the matter have varied, some verdicts favoring the pupil and some, the teacher; and local school boards themselves differ widely on the advisability of its use. Corporal punishment does not constitute a charge of assault and battery in the majority of states but most correctional schools forbid its use.

To obtain a cross section of the opinion of school superintendents on the subject, The NATION'S SCHOOLS sent out 500 questionnaires, getting a 31 per cent response. Of these, 87 per cent endorse the use of corporal punishment in some cases. As may be seen by the accompanying table, almost 13 per cent are not in favor of it under any circumstances, while .01 per cent are undecided.

Most superintendents believe that the punishment should be administered by the teacher or principal but many add "with a witness" as the better policy. One schoolman replies that the superintendent should administer it. Sixteen per cent think pupils should be punished only with the parents' consent.

The greatest demand for corporal punishment comes from poor teachers and from citizens with no children in school, the poll reveals. Parents, average teachers and superior teachers less frequently demand it.

It is interesting to note that of the 87 per cent who believe in corporal punishment, almost all add "rarely or as a last resort" to their answer. Says one superintendent: "It should be used

QUESTIONS ASKED OPINIONS EXPRESSED

1. Do you believe that corporal punishment is ever justifiable in a public school?

Yes	87.00%
No	12.99%
Undecided01%

2. If you believe in corporal punishment under some circumstances, who should administer it?

Principal	43%
Teacher	41%
Principal (with parents' consent).....	13%
Teacher (with parents' consent).....	3%

3. From whom does the demand for corporal punishment most frequently come?

Poor teachers	46%
Citizens with no children in school....	30%
Parents	28%
Average teachers	16%
Superior teachers	13%
Press, public speakers, police, courts, attendance officers.....	less than 1%

sparingly but it is surely justified on the grounds that making a Christian out of some youngster once or twice a year not only does him good but does the school good as well." Many add that "a good swat" once in a while is an effective means of discipline.

A number of superintendents lay the blame for unruly pupils at the feet of the parents. D. R. Allen, superintendent at Leesburg, Fla., declares: "A laxity in appropriate disciplinary action by parents again forces the use of corporal punishment on school administrators and teachers. The home should take care of this matter in its entirety." And from New England, N. D.: "Modern homes do not use it often enough and fortunate is the child who, when he gets a licking at school, gets another one when he gets home."

Pupils themselves, say some superintendents, often feel they have it coming to them and laugh at the ease with which juvenile court judges dismiss them. Parents and teachers are easy, too, they say.

However, those opposed to corporal punishment believe that individual conferences can usually settle the problem. "Learn the cause of the youth's misconduct. Remove the cause and corporal punishment is not necessary to stimulate and change his behavior pattern," writes a superintendent from Illinois. After fourteen years of experience, Supt. R. O. Mortensen of Quincy, Iowa, asserts that he can talk and reason more out of a child than he can beat out of him.

Those in the group opposed to corporal punishment believe that if administrators and teachers are skillful enough, the question of such punishment will never arise. From Idaho, a superintendent claims that "a good teacher does not have to resort to violence just as nations will not when they are properly educated." This group believes that in the adequately motivated schoolroom there should be little trouble with discipline. "The responsibility for this condition rests on the classroom teacher and the administration," states a South Dakota superintendent.

Jennie P. Fray, superintendent at Roanoke, Mo., declares: "I've taught school for twenty-five years and have only whipped one boy and I'm still ashamed of it. I believe in punishment but it doesn't have to be corporal."

Nevertheless, many superintendents feel that if the pupil knows that the force is there to be used whenever necessary, many wrong actions will be averted. As the superintendent at Riverside, N. J., states: "If children knew corporal punishment could be given, there would seldom be the need to use it."

From Airplanes to Zippers

schools have an interest in war surpluses

AMONG the three or four major aspects of postwar transition which have been under recent consideration in Congress, one in particular, the disposal of surplus war property and equipment, has the most direct and immediate significance to schools and colleges. The problem is of enormous scope.

Of course, it is impossible to estimate what the surplus of war properties and equipment is going to be at the end of the war but the most reliable estimates range from \$50,000,000,000 to \$60,000,000,000. Aircraft and ships account for approximately one half of the total. Guns, ammunition and other combat munitions not suitable for civilian use account for about one fourth of the total.

Thus only about one fourth, or an estimated \$15,000,000,000 of miscellaneous stocks, is likely to be in a form usable by the civilian economy. About half of this, it is probable, will be abroad.¹ Needless to say, a great deal of the available equipment is usable in our schools and colleges.

School Needs. Schools, unable to pursue ordinary procurement and purchase programs during the war period, are in great need of all types of teaching and operating items, not only to maintain and continue existing programs but also to improve and expand them. We sometimes forget that a large school system will purchase as much as 25,000 different items each year. To cite but a few examples, a modern program of education needs and could make effective use of film projectors, machine tools, engines, furniture, scientific equipment of all kinds, laboratory supplies, maps, globes, books, office

HARRY N. ROSENFELD

Assistant to the Administrator
Federal Security Agency

equipment of all kinds, sporting goods, construction and maintenance materials, cafeteria equipment, photographic equipment, first-aid kits and vehicles suitable for transporting children. Even buildings could be used, perhaps for classrooms, warehouses or recreational centers.

Nor is school need limited to items purchased by the armed forces for educational purposes; many items used for actual combat service would have direct application in the expanding educational curriculum. Radar? Certainly our technical and engineering schools, and even our secondary vocational schools, can use radar equipment. Small boats? Our growing maritime education program would benefit immensely. Airplanes? What of the thousands of aeronautical classes throughout the country?

The Law. While we shall at a later point discuss proposals made to Congress and various drafts of bills considered by Congress, the final form of the surplus war property bill as passed was considerably different in some respects from what had been urged upon Congress by many.

Congress adopted, in an amended form, H.R. 5125 which sets up a Surplus Property Board consisting of three members appointed by the President, by and with the consent of the Senate, whose duty is to exercise general supervision over the care, handling and disposition of surplus property. The specific section affecting schools is as follows:

Sec. 13 (a) The board shall prescribe regulations for the disposition of surplus property to states and their political subdivisions and instrumentalities and to tax-supported and nonprofit in-

stitutions and shall determine on the basis of needs what transfers shall be made. In formulating such regulations the board shall be guided by the objectives of this Act and shall give effect to the following policies to the extent feasible and in the public interest:

(1) (A) Surplus property that is appropriate for school, classroom or other educational use may be sold or leased to the states and their political subdivisions and instrumentalities and tax-supported educational institutions and to other nonprofit educational institutions which have been held exempt from taxation under section 101(6) of the Internal Revenue Code. . . .²

(C) In fixing the sale or lease value of property to be disposed of under subparagraph (A) . . . of this paragraph, the board shall take into consideration any benefit which has accrued or may accrue to the United States from the use of such property by any state, political subdivision, instrumentality or institution.

(2) Surplus property shall be disposed of so as to afford public and governmental institutions, nonprofit or tax-supported educational institutions . . . an opportunity to fulfill, in the public interest, their legitimate needs.

The bill also provides for donations in the event surplus property has no commercial value or in cases where the cost of care, handling and disposition of surpluses would exceed the estimated proceeds. The bill also provides that:

The disposal of surplus property under this section to states and political subdivisions and instrumentalities thereof shall be given priority over all other disposals of property provided for in this Act except transfers under section 12 [among federal agencies].

Previous Bills. Many surplus property bills were before Congress this session but those which received most serious attention were H.R.

¹House Special Committee on Post War Economic Policy and Planning, Fourth Report, Economic Problems of the Reconversion Period, 78th Cong., 2nd Sess., House Report No. 1855, p. 9 (Sept. 8, 1944).

²Similar provision is made for "surplus medical supplies, equipment and property suitable for use in the protection of public health, including research."

5125, which was adopted, as amended, and S. 2065. This latter bill, which was adopted by the Senate, had more favorable provisions for schools and colleges.

First, it provided that property suitable for school, classroom or other educational use could be transferred to the Federal Security Agency for donation to states and their political subdivisions and to tax-supported educational institutions and, under certain rules and regulations, to other nonprofit tax-exempt educational institutions. In addition, it provided that where such surpluses were not so donated but were sold, sales to tax-supported and nonprofit tax-exempt educational institutions were to be at discounts not to exceed 50 per cent of the sale or lease market value or 50 per cent of the highest price offered by a private purchaser or lessee, whichever was lower.

Although the Senate approved these provisions, the House voted down similar ones after vigorous debate. And when the matter came before a conference committee composed of members from both houses of Congress, to reconcile their differences, it was substantially the House version which prevailed.

Congressional Reports. In this regard it is interesting to note that each House of Congress seriously debated the matter of these so-called "donations," or cost-free transfers of government surpluses to schools and colleges. The House committee regarded any such donations of property with commercial value as being contrary to the national interest.³

The Senate, on the other hand, had a much more liberal view:

Your committee has indicated earlier in this report that the great stock of surplus property which will be held by the government at the end of the war should be regarded as a national asset. The opportunity these surpluses offer for improving or raising the level of the equipment in the schools, colleges, and medical institutions underscores this point. . . . A training program for 11,000,000 men is bound to leave as surplus enormous stocks of equipment suitable for educational uses. All of the machine tools necessary properly to equip our vocational schools and technical and engineering colleges can be supplied without making any significant dent in the surplus of such articles.⁴

However, the House philosophy

³House Report No. 1757, Aug. 10, 1944 (on H.R. 5125), p. 9.

⁴Senate Report No. 1057, Aug. 22, 1944 (on S. 2065), p. 7, 8.

prevailed over that of the Senate and the bill, as finally enacted, made no provision for such so-called "donations."

Proposals by Educators. In discussions before Congressional committees and elsewhere, various educators, national educational associations and state groups presented recommendations for surplus property legislation. By and large, the major points were as follows: (1) preferences to be given to educational institutions, in some cases through donations and in other cases by means of favorable price differentials, so that schools and colleges should not have to compete with commercial interests for surplus property;

(2) Distribution to be effected through state authorities, particularly through statewide educational commissions representative of all educational interests within the state. These educational commissions were not to displace existing state agencies but were merely to serve as statewide focal points of negotiation with the federal surplus property authorities, as well as to establish the methods of intrastate distribution of surpluses. This was the recommendation of a national conference held in Washington March 3 and 4 by some 30 national organizations representing educational and lay groups, as well as of a conference on surplus property held by the American Council on Education April 6, 1944;

(3) The United States Office of Education to be utilized as the federal agency to deal with the states in the distribution of surpluses to schools and colleges, and (4) surplus property to be disposed of on the basis of actual and potential educational need.

The effectiveness of educational service to the community is in large measure conditioned by the adequacy of necessary school supplies and equipment. This is all the more true in the light of the increased obligations and responsibilities falling upon our schools during and after the war. For many school districts, with tight school budgets, surplus property represents the only immediate opportunity to obtain the kind and quantity of equipment to enable them to give to their communities a full and well-rounded educational program.

No Free Buses for New Jersey Parochial Pupils

The New Jersey supreme court has ruled as unconstitutional a law requiring boards of education to provide free transportation for children attending parochial and other private, nonprofit schools, if the service is given to public school children.

The law's constitutionality was challenged by the executive vice president of the New Jersey Taxpayers Association.

The American Civil Liberties Union, as a friend of the court, insisted that the state constitution prohibited the use of public money "directly or indirectly in aid or maintenance" of a denominational school. Counsel for the union stated: "It is well known that the Roman Catholic Church has long endeavored to obtain this particular legislation but I

submit that it is contrary to a very fundamental concept of our system of government that should be jealously guarded."

Justice Charles W. Parker, in the majority opinion, declared the law was in direct violation of a section of the state charter stipulating that school money should be appropriated for public school purposes only.

Justice Harry E. Reher, in his dissenting opinion, said the transportation of the children was a service to the children and their parents rather than a service to schools. "Here," he said, "the school district did not operate the transport. The challenged resolution provides for conveyance by way of public carriers and the parents were reimbursed directly for fares expended."

An EXPERIMENT in ADULT EDUCATION

A New England community discusses the problems of democracy in cracker-barrel style at school-sponsored institutes

HENRY L. ADAMS

Superintendent of Schools, Seymour, Conn.

THE public schools of Seymour, Conn., have conducted annually for the last two years a so-called "war institute." The purpose of these meetings has been expressed as follows:

"To stimulate the political, social and economic thinking of the people of Seymour to the end that they may take a more active and intelligent interest in the affairs of their community, their state and their nation.

"To bring home to the community the deep significance of the war in which we are now engaged.

"To make our small contribution to those concepts for which America has always fought: freedom of speech, freedom of the press, freedom of worship, freedom of peaceful assembly and a direct participation by all citizens in the affairs of American democracy."

Speakers at the First Meeting

The first war institute was held in April of 1943. The cooperation of Yale University was obtained through the interest of President Charles Seymour and Dean E. S. Furniss. Charles R. Walker, alumni secretary, acted as chairman of the meeting and presented a panel of speakers, including Prof. Thomas C. Mendenhall, F. L. Baumer, C. H. Driver and Attorney George W. Crawford of New Haven. Mr. Crawford is one of the best known Negro leaders in the country and an outstanding authority in the field of municipal corporation law.

Before an audience of about 350 citizens, this panel discussed "What

Kind of World Are We Trying to Make?" during which discussion it raised and considered the further questions:

What does our acceptance of the Atlantic Charter imply in the conduct of our minority and racial problems?

What is the responsibility of the United States for maintaining the peace of the world and how much are we willing to sacrifice to maintain that peace?

What is the responsibility of the churches and the schools in making this postwar world?

Is this a peoples' war or an international war?

First Program Too Academic

Our initial experience showed us that this type of program was a little too academic to meet the tastes of the general public. Although there was considerable questioning from the floor, it was led largely by school people and there was not enough participation by the general public.

On the second day of the 1943 institute, 10 section meetings were held in which the following questions were considered:

1. What are the different plans for world peace? Which plan should America support?

2. What are the prospects for Russian-American cooperation during and after the war?

3. What will happen to industry when peace is established? Will winning the peace end our industrial strife?

4. How can democracy be extended in our own community? In America?

5. What changes need to be made in our concept of social security?

6. What will be the effect of the

war upon our American education?

7. Will the outcome of the war change the status of America's minority groups?

8. To what extent does Fascism threaten us from within?

9. What part should the cooperatives play in American economy after the war?

10. Should the age requirement for voting be lowered to 18? What implication would a lower voting age have for education?

The leaders of the discussion groups were all outstanding in their respective fields. The questions were chosen by a committee made up of pupils, teachers and board members.

The school buses covered their regular school routes and transported pupils and parents alike to the meetings. School sessions in the 10 lower grades were suspended for the day but attendance was required of all teachers and of high school upper-classmen. These institute sessions were approved as regular school days by the state board of education. The general feeling was that our first institute had rendered a distinct educational service to the community.

Local Citizens Show Interest

After consulting with teacher groups and interested citizens of the community, the teachers and board decided that we might profitably continue the school-community forum another year. A larger committee than had been used in 1943 was created for 1944. It was again made up of teachers, pupils and board members, but this year, with the addition of many citizens who had registered an interest in discussing political, social, economic or educational problems, a somewhat wider selection of speaker talent was made.

Dr. Willard Uphaus, secretary of the National Labor and Religion Foundation; Dr. William J. Sanders, professor of philosophy, New Haven State Teachers College; Robert Michaelsen, Yale Divinity School; the Hon. Phillip J. Sullivan, assistant minority leader in the Connecticut legislature, and the Hon. E. Lee Marsh, majority leader in the same legislative body, constituted our evening panel.

This panel, which leaned somewhat toward the liberal side, discussed the problem, "How Can We Improve Democracy in the United States?" The discussion was guided to a certain extent by the subtopics "Where Do We Stand Now?" "Where Do We Want to Go?" and "How Are We to Reach There?" Under the able leadership of N. S.

Light, director of the division of supervision, state department of education, who acted as chairman, a number of points of conflict and agreement were brought out. Live issues were raised, such as the Montgomery Ward case, government ownership and control of utilities, the status of minority groups, O.P.A., and anti-poll tax legislation.

For a rock-ribbed as well as rock-bound community the ideas presented were challenging and were discussed with interest. The general feeling seemed to be that this type of panel was better suited to our community than the one used the year before. Clashing political views and personalities tended to enliven the discussion.

On the second day of the 1944 institute, in order to allow more time

for discussion, four section meetings, instead of 10, were held, the following questions being considered:

1. What should our community plan for postwar education?
2. What will be our community's postwar industrial problem?
3. What are the social problems of our community?
4. What are our civic-political problems?

The panel speakers were outstanding pupils, teachers, industrialists, clergymen, state and federal government leaders, a parent, a board of education member and the secretary of the State Federation of Labor. It was most encouraging to the organizing committee to find that the state department of education, the United States Employment Service and two local manufacturers were interested to the extent that their executives took part in the discussions. Our pupils gained much by the opportunity to share in them both as members and later as speakers from the floor.

Programs Are Broadening

We have found that these war institutes have a decidedly stimulating effect on teacher and pupil thinking. They have increased and broadened interest in social problems and motivated much discussion both in and out of classrooms. Controversial subjects are not side-stepped. Although the industrial plants of the town are open shops, the case of organized labor was presented by one of its state leaders who discussed it frankly. Racial problems, both Negro and Jewish, were brought out into the open with members of all groups participating in the discussion.

The committee feels that one of the chief reasons we have thus far succeeded in handling controversial subjects satisfactorily is that our high school pupils have been prepared to participate through their social studies classes. The war institute is being made more and more a part of the school curriculum.

We hope to establish it more firmly as a part of the life of the community, although doubtless under a different name when the war is over. Its primary purpose will always be the stimulation of the educative process and the perpetuation of the New England cracker-barrel method of attempting to solve the problems of democracy.

See Need for Extra High School Year

THOMAS R. COLE

Professor of School Administration
University of Washington

THE state of Washington is much concerned with the development of a program of education for the postwar period that will include better opportunities for the children living in areas of the state that are not served by junior colleges or schools of higher education. The thirteenth year is a means to that end. Some of the school systems are already preparing plans for building additions that will include the additional year of elective high school work.

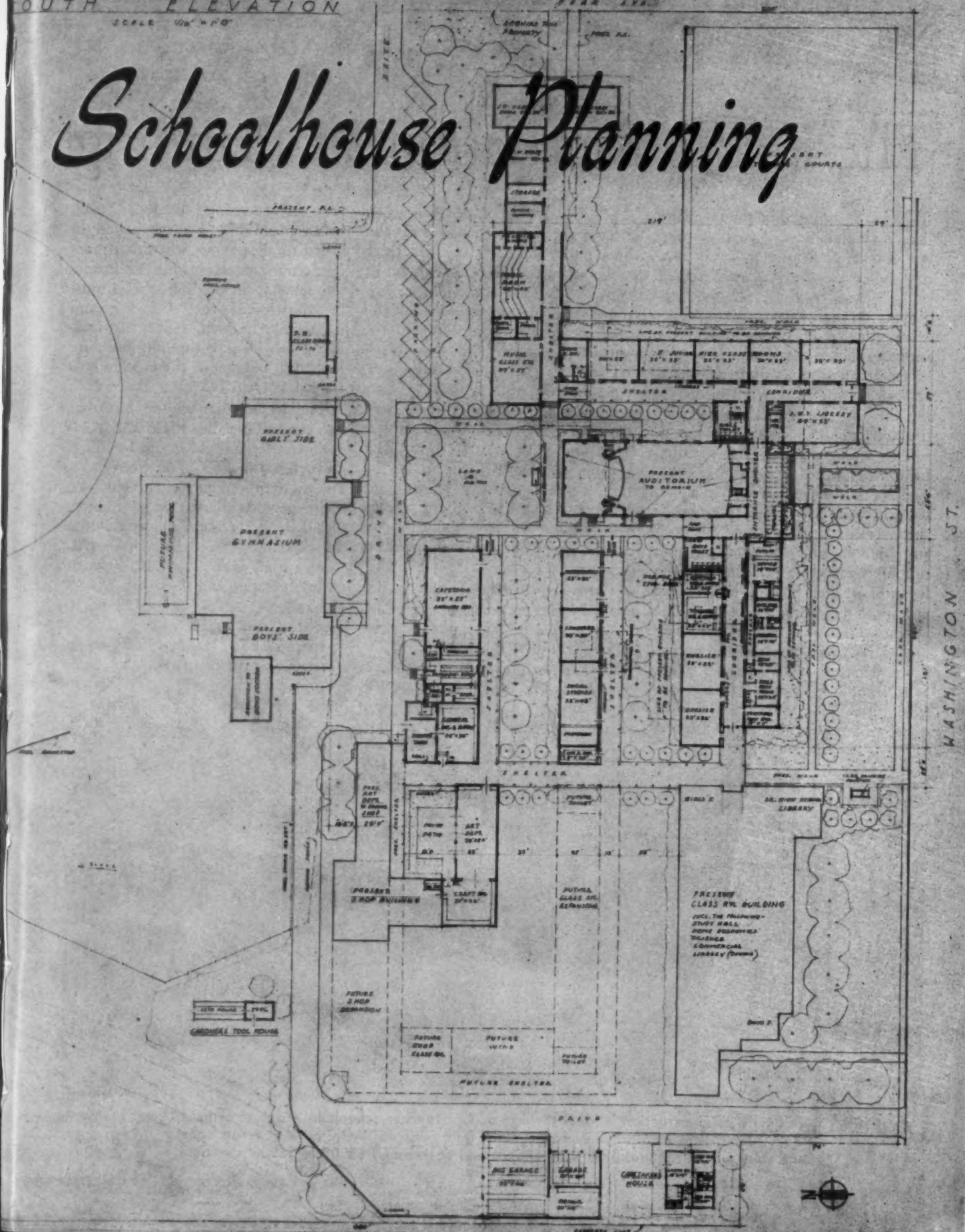
The rapid spread of high school subjects and the need for giving more attention to physical education make it difficult to cover the essential work offered in the traditional four years. Many of the schools have been urging pupils enrolled in commercial courses to remain for an extra year in order to round out the training necessary for positions in business offices. The apparent need for more basic work in the ninth and tenth years will tend to push the elective vocational subjects into the eleventh, twelfth and thirteenth school years.

It is expected that the major part of the thirteenth year program will be vocational in character. Studies are being made in the different communities of the state to find what types of training courses can be offered to the best advantage. The state department of education has been holding meetings to bring together patrons and educational leaders to discuss their local educational problems and opportunities. The interest in these meetings has been most encouraging and the patrons are emphatically in favor of an extended program of work in the schools that will give more adequate vocational training.

Another factor that must be considered is that after the war the opportunities for employment for 18 and 19 year old pupils will be much less numerous than at present. These young people will need to make profitable use of their time and the school must provide the proper facilities for it. Why not incorporate such a program in the regular public schools instead of allowing it to be fostered by outside agencies?

OUTH ELEVATION
SCALE 1/8" = 1'-0"

Schoolhouse Planning





Northwest elevation of the Parker Dam School.

There's No Restriction *on* Planning

EVERY community should make a sane analysis of possible post-war school population as well as a comprehensive study of each school site. School districts, all too frequently in the past, realizing suddenly that a new building was needed, quickly obtained the services of an architect who prepared plans and specifications, then proceeded to the site and marked the spot where the new building should be located.

The result was not always satisfactory. Far greater success is experienced in districts in which a systematic study of school premises is made first and is followed by careful analysis of future needs with drawings made to scale showing the location of the present and future classroom buildings, the cafeteria, the swimming pool and the play area.

The board of trustees and school administration at Needles, Calif., have completed such a plan recently. The school district, located on the California desert with an area of

6000 square miles, is geographically one of the largest school districts in the United States. There are three public schools at Needles, a town of 5000 population, and in the surrounding area are five schools located as far as 85 miles from the central office.

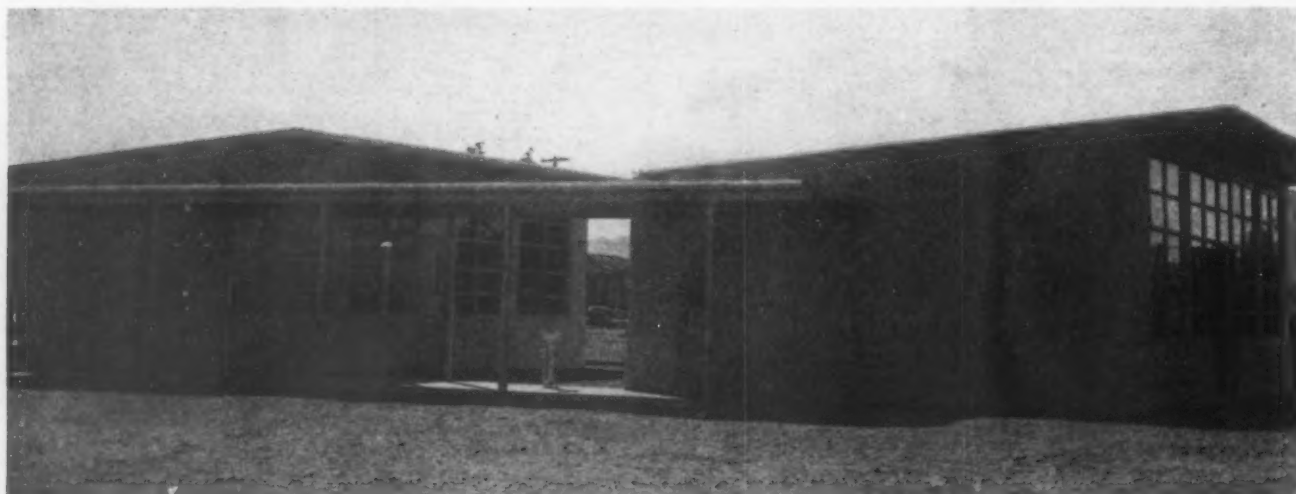
The fact that the county seat, which is the nearest town of any size, is located 225 miles away complicates the construction problem. A range in temperature from near freezing during winter nights to high degrees of heat during the summer, which makes thermometers that register within a scope of less than 150 degrees useless, intensifies the problem.

The survey of school property was made by the president of the board of trustees, the superintendent of schools, the school architect and Dr. Charles Bursch, chief of the division of schoolhouse planning, state department of education. The group visited each school site for the pur-

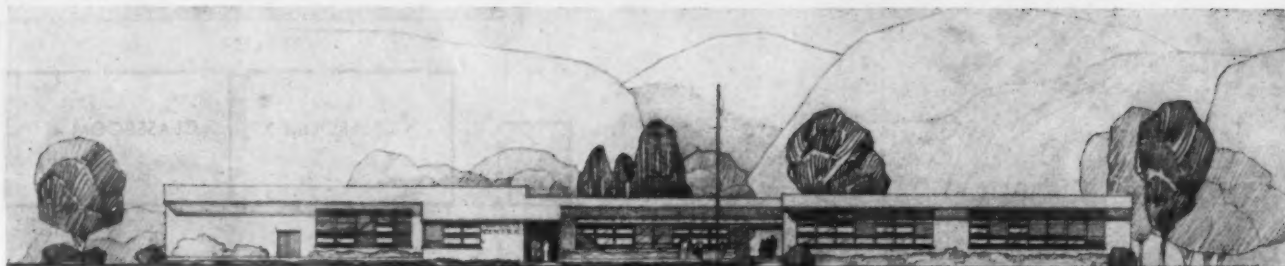
pose of study and analysis. Each existing building was evaluated in order to determine whether it met the requirements of the California law which provides that schools must be constructed to resist fire and earthquake hazards. It was the opinion of the officials that any building that did not meet these standards should be replaced after the war.

The study revealed the fact that the present Needles high school administration and classroom building, constructed in 1923, is far from meeting the requirements of the law. To meet new standards the committee decided on replacements as follows.

Music unit	3000 sq. ft.
Junior high unit	10,000 sq. ft.
Administration and classroom	7293 sq. ft.
Social studies and classroom	3075 sq. ft.
Cafeteria and supply unit	3083 sq. ft.
Arts and crafts	2317 sq. ft.
TOTAL	28,768 sq. ft.



This type of construction is ideal for one or two teacher schools in a desert climate. Constructed with reinforced concrete walls, floor and roof, with metal covered doors and steel sash, it requires little maintenance and costs about \$5000 to \$6000 per room.



Northeast elevation of the Parker Dam School. Plans on page 33 are of the combined high and junior high schools at Needles, Calif. Marsh, Smith & Powell, architects, Los Angeles.

GLEN T. GOODWILL

Superintendent of Schools, Needles, Calif.

In addition, the architect was instructed to include for this area a swimming pool and caretaker's house.

The party then traveled to the Grace Henderson Elementary School located in the Mexican, Indian and Negro section of town. A study of this site disclosed that the Colorado River bed has been rising rapidly since the construction of Boulder and Parker dams, causing a gradual flooding of this lower section of town. It seemed inadvisable, therefore, to bring the present school site up to standard because of this unusual condition.

Consequently, the architect was instructed to prepare drawings for a complete new school plant to be erected on a site to be selected by the school administration after the population shifts to higher ground. A nine classroom unit was requested, complete with combined cafeteria and assembly room which could serve as a community center for foreign-speaking people. It was believed that the unit would require a space of about 16,400 square feet.

At the "D" Street Elementary School at Needles, the committee determined that the main classroom unit, with eight rooms, which was partially rebuilt 15 years ago should be replaced. It was agreed, also, that the school population had increased sufficiently to justify the erection of a cafeteria building. This school has an auditorium building, equipped with stage curtains, which would serve adequately as a school and community hall. It was estimated that the additional building area

would approximate 17,000 square feet.

The investigating committee then traveled a distance of 85 miles to the Parker Dam School, which is located on the government reservation within a short distance from Parker Dam and the banks of the Colorado River. The building in use at the present time is the temporary structure erected during construction days when hundreds of workers were arriving as employees or job seekers on the government project.

Since it was not known at that time that a permanent building

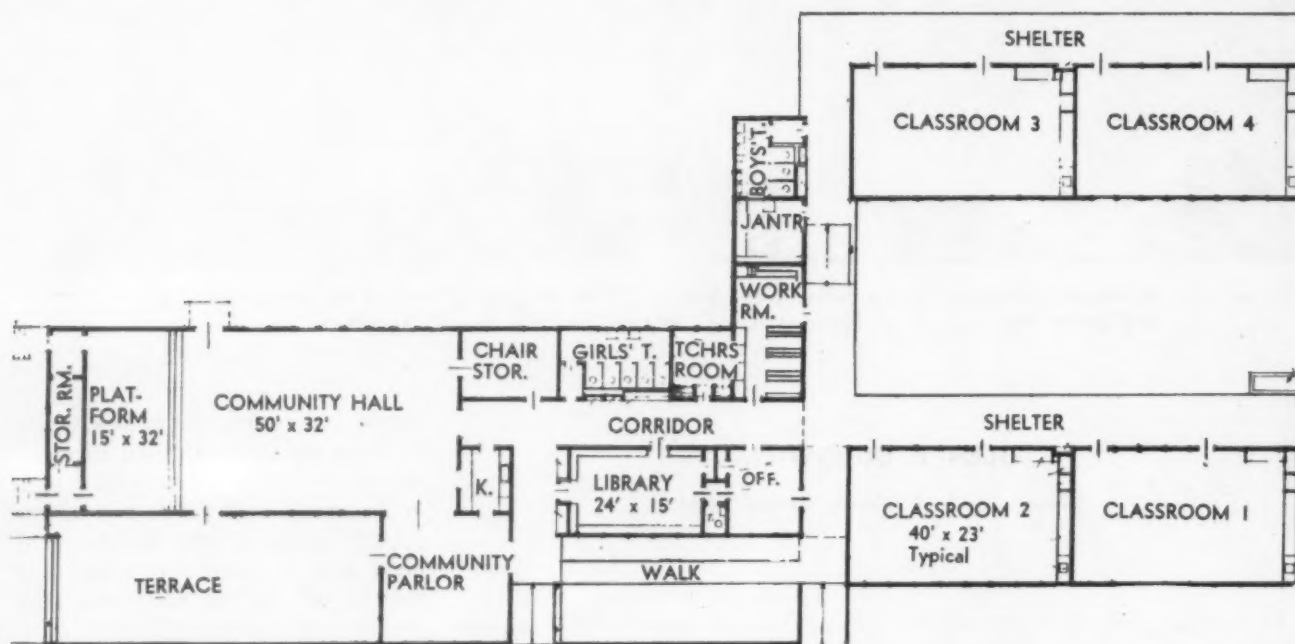
would be needed, the cheapest type of framework was thrown together, for which fiberboard was used both as an inside wall finish and as the outside walls of the building. A good coat of paint was added and the district had an acceptable temporary building.

The district operated a 10 teacher school, including grades 1 through 11, at this location during the peak of employment. Pupils, to complete their senior year, were transported to Needles where they obtained suitable housing with local families and attended school. The district paid \$1 a day in lieu of transportation for each pupil finding it necessary to room in Needles which helped to make it possible for these pupils to complete high school in this isolated desert area.

It was evident, of course, that a



Interior of a classroom.



Floor Plan of Parker Dam School.

complete new building was necessary at Parker Dam. The problem was to determine how many pupils might be expected in the area. The solution was relatively simple, however, since the bureau of reclamation of the federal government and the Metropolitan Water Company of Los Angeles are the only two employing agencies in the area. It seemed that the school district would be safe in planning a four room building.

The committee also was convinced that in this region the public school should provide a community recreational area. The government had provided a play area with a well-lighted field for night ball. It seemed logical that the school plant should include shower rooms and a recreation or community hall. The San Bernardino County Free Library, located 310 miles away, has operated a branch library in this community for several years which led the committee to decide that the new school plant should have sufficient space to house the branch library. It was estimated that this type of school plant would require approximately 11,000 square feet of space.

The four remaining school sites in the district visited by the committee were one teacher schools. The first one located at Vidal, a distance of 67 miles from the administrative office, was recognized readily as a building that should be replaced. It is an adobe building which, though it seems cool even on hot spring

days, is not an adequate building to house the elementary school.

It was evident to the committee that in this isolated place, where maintenance is a problem, steel sash should be used and the building should have a concrete floor covered with asphalt tile. A school of this type needs sanitary toilet facilities, if water is available and fortunately it is at this site, as well as adequate work space, book shelves and supply closets.

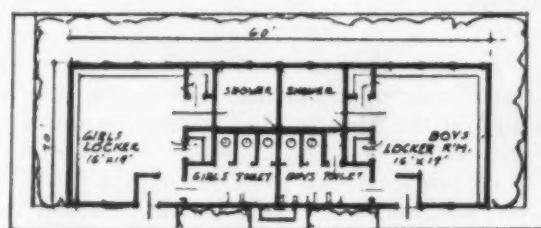
The committee found the remaining one teacher schools, located at Rice, Chubbuck and Essex, to be new buildings adequate in space and facilities to meet future needs.

The 250 mile trip, visiting the outlying schools as well as the city schools of Needles, gave the architect a fund of knowledge concerning the specific needs of the Needles public school system. This knowledge enabled him to make site development and plot plans for each school which would adequately serve the district for the next twenty-five years.

The plans, upon completion, were submitted to the board of trustees for study, then to Dr. Charles Bursch of

the state department of schoolhouse planning for approval. The architect has assured the district that working drawings can be had within a few weeks' time after the request for them is made. This extensive study of building needs was obtained by the district at no cost. A standard architect's agreement, with rider attached stating that, in the event the district decides to proceed with any of these plans, the architect will be paid the standard fee and will be paid as the work progresses, was signed.

When peace comes, it is possible that funds appropriated by the government for the destructive forces of war will be diverted into constructive channels and be used for the erection of public buildings. School districts, which have planned for their postwar construction and built adequate cash reserves, will benefit from such a program. The American people are convinced that every school in the land should be housed in a building that is safe and adequate for the educational needs of children and plans should be made now to meet these needs.



Shower and locker building.

Use Your Building Program *to build friends*

THOMAS CREIGHTON

Architect, Alfred Hopkins & Associates
New York City

THE professional journals have devoted a gratifying amount of space to discussion of the planning of postwar schools. Educators, administrators and architects with a progressive attitude are fairly well agreed on the form the new school plant will take. They stress the need for audio-visual education spaces, increased facilities for vocational training, flexible planning for dual room use, closer relationship between outdoor and indoor activities, further emphasis on health care, recreation, adult education.

Let Public in on Your Plans

The list goes on and, as it unfolds, it adds constantly more evidence to one fact, namely, that the success of the new school program will depend on full community understanding and participation. This means that John Jones and Pat Murphy and Sadie Nussbaum must know what our school planners are about. In most cases they don't have the slightest idea.

If our new schools are going to be *community* schools, as they must be, their planning must be made as far as possible a community enterprise. This does not mean that every man's neighbor has to be leaning over the conference table when the school building committee and the architect discuss the program.

It does mean that step by step the major decisions should be explained and publicized. Local civic organizations should know what is going on and become excited about the prospects. Local papers should carry stories of the various planning stages.

If there is a citizens' committee meeting to discuss the question of juvenile delinquency, it should know what recreational activities are receiving consideration in the school planning. If the local churches sponsor

young people's discussion groups, they will be interested in talking about the vocational training aspects of the proposed school. The Mothers' Club and the Women's Club will be concerned with the provisions for health care of pupils and the eating arrangements at school.

Does this sound like complicating the planning of the school? Do you feel that there is sufficient difficulty getting agreement among the members of the building committee, without dragging in the whole neighborhood? Well, suppose it does result in some delays. Suppose it does stir up some controversies and a little "viewing with alarm." In the end, after the difficulties have been explained and ironed out, there will be an interested, comprehending, even excited citizenry ready to make full use of the new school facilities. Certainly that is better than meeting the glassy stare of the public when the doors are opened for the first time.

Features of a Modern Classroom

As an illustration of the sort of facility which can be discussed with the community, let us consider, first, the classroom itself. Most of us are agreed that the forbidding classroom, designed for the formal and parrot-like recital of lessons reluctantly prepared, is not the room we want to plan. We want to construct the modern classroom as a laboratory, with the work area, class library and movable furniture freely arranged.

The teacher's desk will be treated as a piece of casual furniture. Audio-visual instruction mediums, even television, must be planned for; the projector will be standard equipment. Gay color will enliven the dreariness which we associate with old-fashioned buildings. Exhibit cases, interchangeable pictures and charts will be added features of interest. Terres-

trial and celestial globes will supplant Mercator's projection with the 25,000 mile poles.

Life will be brought into the classroom. Everything will be designed in terms of little Willie; everything will be planned to break down that resistance to instruction that has been characteristic of all little Willies through the ages. How receptive will Willie's ma be to all these innovations?

New School Makes Exciting Story

Here is an exciting story about the new postwar school to tell to the community, to the parents and to civic leaders. If all these interested persons know what you are planning to do for them and their children, they should be as impatient as you for the project to be finished. If you spring it on them, after it is completed, as something new and strange, they may resist. Why run that risk?

There are other examples of the facilities in the proposed school which might well be publicized. The auditorium, the library and the gymnasium will be designed to stimulate adult interest in programs of learning, play and physical culture. In the planning of the auditorium, there must be adequate stage facilities and dressing rooms for dramatic presentations, sufficient space to permit the gathering of groups for pageants and folk dancing, room for screens, sound equipment, toilet facilities, cloak rooms. If the people of the community are to view these things with favor, and as their links to the school, instead of as careless extravagances, they should understand now what you are about in planning them.

Music will play a large rôle in the school design. Space must be provided for school singing, band and orchestra rehearsal and perhaps for



The Edison Institute, Dearborn, Mich.

Sections for nature craft and gardens should be included in plans.

instrument instruction. You may be planning for a music library, instrument storage space, rooms for teaching the theory and appreciation of music, a musical director's office. Do you visualize these provisions as a boon to adult as well as child musical guidance? If so, you had better let the people know what you plan for them.

Your school library will probably be centrally located. The usual humble resting place for books will be replaced by a working laboratory for the English and social science departments, with their living subjects of current events, speech, dramatics and journalism. The library, serving as the center of distribution for reference matter, maps, charts, pictures, even films, will extend to all the different school departments. You may be planning a periodical room or a laboratory of current events. These enlarged library functions will need explaining to the public which can be done during the planning period better than after the school has opened.

The gymnasium in the new school will be more than a covered playground. The war draft procedure has disclosed certain flaws in the physical condition of our youth. Physical education must become more concerned with the individual, seeking correction and improvement of physical defects. You will plan areas for segregated group play, such as

basketball, baseball, volley ball. You will want a swimming pool. There should be recreation rooms for the faculty. And then you will be considering the school's obligation to the adults of the neighborhood in providing facilities for the correction of obesity and underweight, for the relief of such conditions as workers' fatigue and sedentary degeneration.

Depending on its location, your school's outdoor playground may include not only playing fields, but also water areas, picnic grounds and sections for nature craft and gardens. These activities may be coordinated with the community "green" spots, the parks and playgrounds which planners now realize to be a necessary part of large housing developments. You may need field houses and spectators' seats. Perhaps the installation of flood lights will encourage community use of playgrounds and athletic fields. Another link may be welded between the school and the neighborhood if this part of the planning becomes a community enterprise or at least a matter of community interest. By pointing out the benefits to the children and their parents, the school will be seen to be contributing more than ever to community living.

The school lunchroom will be moved up from the basement to a place where it will receive the maximum benefits from sunshine and fresh air and be accessible to the outdoor playground. It will invite complete relaxation by an informal arrangement of tables and seats, by tasteful pictures and murals. Here, then, is another community and family service the new school will perform. Let the school brag about it

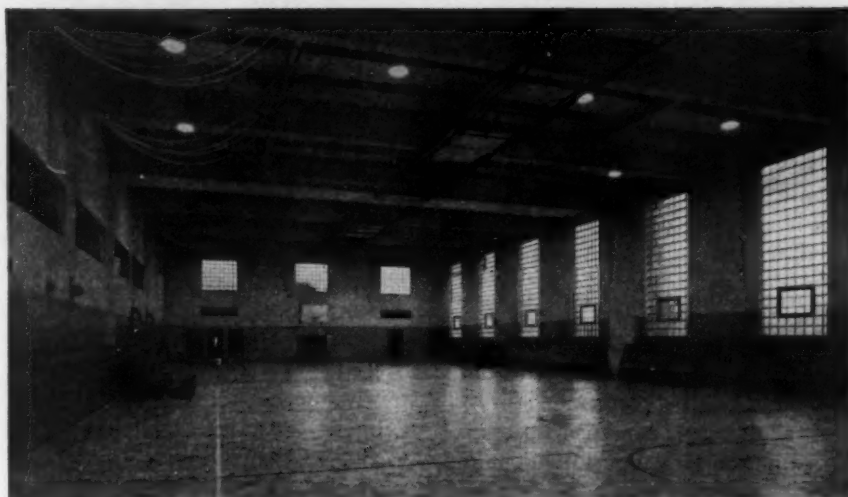


Let the public know what recreational facilities are planned.

and develop interest among parents in what it is planning to do. Let it be known that good food will be served, that good table manners will be inculcated, that mealtime will become for the children a means of promoting social intercourse and a time of enjoyment.

To meet the needs of an expanded health improvement program, you will plan for a school health center. There will be examination and treatment rooms for the use of doctors, dentists, nurses and even psychologists and psychiatrists. There will be a consultation room, a rest room, perhaps a sleeping room for the day nursery children. The community reaction to this part of the new schoolhouse may be one of distrust and skepticism but, if you get the neighbors excited about it while you are planning, it may be turned into one of enthusiasm and whole-hearted cooperation.

Are you planning to meet the demand for adult education? Are you planning for a program of vocational training? The war has emphasized the tremendous power of our industrial development and has hinted at its future possibilities. The aftermath of war will see not a let-up but a continued application of industry in everyday life, increasing year by year. The complexities of the modern age will demand a more specialized sys-



Facilities for physical education must be thoroughly modern. Shown above is the gymnasium in a junior high school in Trenton, N. J.

tem of training if we are to equip our youth properly.

Concretely, this may mean laboratories and shops for the "learning by doing" method in the fields of radio, television, electronics, carpentry, metal work, plastics, building construction; it may include studios, drafting rooms and shops for printing, for industrial design and for the practice of the other arts and crafts; it may call for workrooms for accountancy, secretarial training, public relations, business practice, banking. The reaction of the parents of the

children and of the leaders of various civic organizations to this program will be extremely important to its success. It has been emphasized that this is a time for planning. Why not make it also a time for public education? If, step by step, you use your new building program as a "public relations" medium, if you explain its purpose and thus increase the number of its supporters, you will accomplish a double purpose. When you are permitted to build, your plans will be ready and your community will be receptive.

What of **CHALKBOARDS—LOCKERS—** **INTERIOR TRIM** *in Postwar Schools?*

J. W. CANNON JR.

SCHOOLMEN are still going to use slate blackboards in most of their new schoolhouses. At least, this is what two thirds of those answering The NATION'S SCHOOLS postwar building survey indicate as a preference. The other third is evenly divided in preference between composition or manufactured board and glass chalkboard.

As might be expected, there is a geographical factor involved in these answers, the cost of shipping the heavier slate boards from the prime source of this material in Pennsylvania being a consideration. Of

course, those who want to get away from black to some other color, usually green, must use some material other than slate and a substantial percentage of those who intend to use manufactured board indicate a preference for that color.

A few years ago there seemed to be a tendency on the part of schoolmen to cut down considerably on the amount of chalkboard surface in classrooms. It is apparent from the survey, however, that there will still be a substantial amount of this material used in postwar schools because 61 per cent of those answering the

questionnaire will use it on two walls, which is almost twice the number, 32 per cent, who will confine it to one wall only. Another 7 per cent intends to equip three walls of the classroom with it.

The height of the chalkboard in the new schools may not be as great as in the past for 75 per cent of the superintendents want to place tack or display board above the chalkboard. Sixty per cent of them, however, intend to do this on only one wall while another 34 per cent will do so on two and the remaining 6 per cent on all three available walls.

About a fourth of those answering the questionnaire want at least one full wall devoted entirely to display board. As is to be expected, practically all such display board will be of cork, although 13 per cent have in mind some type of composition tack board and 3 per cent think plywood will serve their purpose.

No Free Standing Lockers Wanted

There were 290 questions to be answered in the survey and on only one point is there complete agreement about a specific type of product. Not one single superintendent of schools says he is going to use a free standing locker. All express a preference for having lockers recessed into the wall.

The schoolmen are also almost of one accord about the type of material from which these lockers should be made, only 3 per cent feeling they should be of wood, while another 3

per cent want some type of composition material; 94 per cent agree on metal.

When it comes to locating the lockers, there is no such unanimity of opinion, however. The corridor is the place for them, according to 55 per cent, while 30 per cent would put them in classrooms and 15 per cent expect to have them in locker alcoves. The wardrobe type of storage will be common for those who place them in the classroom but strictly pupil-operated lockers are going to be individual single units in four cases out of five.

Disagreement on Locker Control

Sharing a locker with others obviously has disadvantages and, except where space limitations require some compromise, the double locker will be avoided. It is interesting to note that the architects feel much the same way about the kind of lockers

and their placement as do the superintendents but when it comes to the question of how they should be controlled there is not the same degree of accord.

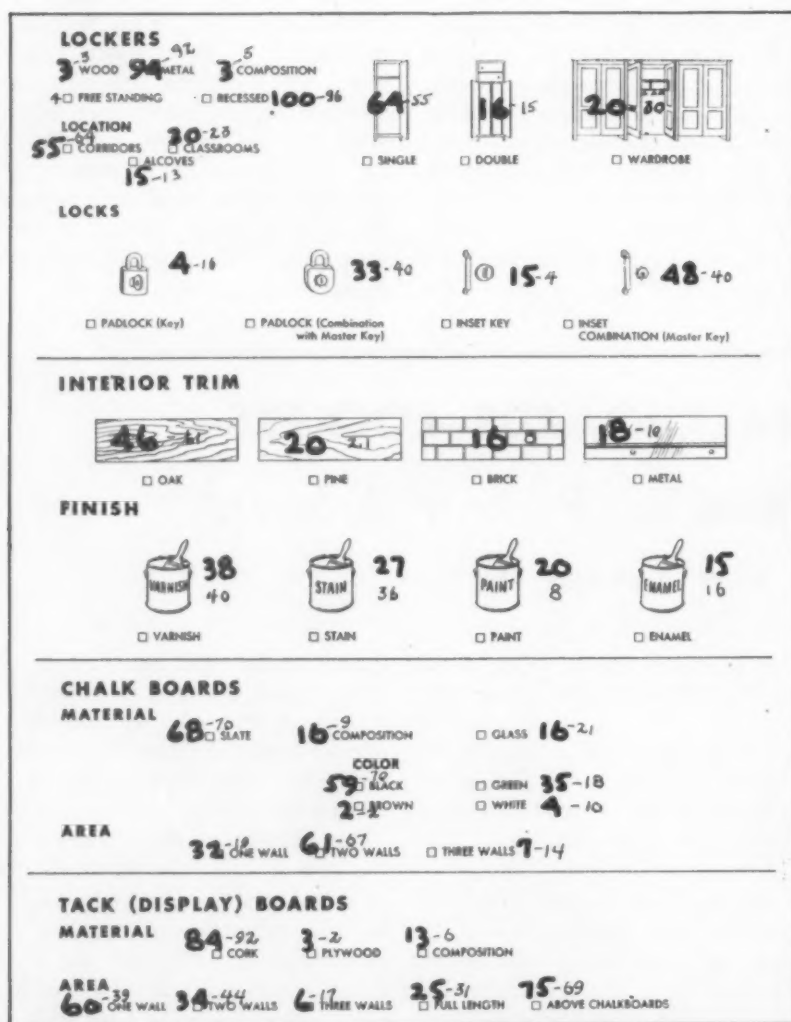
As far as the schoolmen are concerned, the key-controlled padlock is out. Only 4 per cent want such method of lock control, while 16 per cent of the architects say this is the system they prefer. Even inset key-controlled locks are not going to be popular for only 15 per cent of the superintendents are thinking in terms of such installation. Strictly key-controlled lockers, that is, key padlocks and keyed inset locks together, will account for only one fifth of the installations. Combination locks will be the thing in our postwar schools, with almost 50 per cent more of those who favor a combination lock with master key control feeling that such locks should be inset in the locker as compared with those who favor the padlock type.

Trim Will Be Little Changed

What will the interior trim in our postwar schools be? Apparently there will be no marked difference from what has been prevalent heretofore. Oak will be the favored material in almost half of the new schools while pine and certain indigenous woods, such as Douglas fir, will be used to some extent. There will probably be some increase in the amount of metal trim used, although with only 18 per cent of the superintendents and the 10 per cent of the architects favoring this material, it will not be employed with any great frequency. Nor is there apparently going to be any marked trend toward the use of lighter colored woodwork as 38 per cent will use varnish and 27 per cent stain, while only 20 per cent will use paint and 15 per cent, enamel.

Brick has not been widely used as an interior trim in schools but 16 per cent of the superintendents and 8 per cent of the architects intend to use it in their postwar schools.

So far in this series, based on the results of the survey, of which this article is the fourth, the discussion has been confined almost entirely to structural materials. In the remaining two articles, scheduled for December and January, the mechanical features, such as lighting, communications, fire protection, plumbing and heating, will be discussed.



Heavy black figures indicate superintendents' choices. Light figures indicate architects' choices. All figures represent percentage of the total replies received.

Our Educational Task *in the* South Sea Islands

Whether occidental education imposed upon tribal peoples is a curse or blessing, this writer believes the people of the South Sea Islands must be educated to become world citizens or their islands will become the battleground of the next war

IT MAY surprise many Americans, unless they have changed greatly since I left the States, to realize that literacy in most of the South Sea Islands is higher than it is in the United States and that glamour is almost nonexistent.

Beginning at the age of 10, or a little younger, the Tongans are reported to be 100 per cent literate. In Samoa 96 per cent of the population is literate. The Gilbert and Ellice Islands groups have a 95 per cent literacy and the rate among the entire Polynesian groups is essentially the same. These percentages do not include nonnatives.

H. E. Maude, in his excellent paper, "Culture Change and Education in the Gilbert and Ellice Islands," (1936) says: "The people hate illiteracy just as they hate a dirty house or a fractious child. The whole community brings pressure to bear upon any individual who cannot read and write."

Most Native Schools Are Huts

In almost every island group nearly all children are in school several hours each day. Along the fringe of the coasts, where there is frequent contact with ships and peoples from other countries, some schoolhouses are found which are vaguely similar to our remote rural schools but most of them are native huts in which the pupils sit on dirt floors. The teachers are usually natives. One important work of the early missionaries was to train native preachers and teachers.

R. D. BOWDEN

American Red Cross, South Pacific Area

For the chief's son, or the sons of the hierarchy of rulers, education is of a more elaborate character, consisting most often of individual schooling in priestly learning.

We may ask at this point, "Education for what?" "Literacy for what?"

Objectives of Native Education

An adequate answer to these questions would require volumes. It is my purpose here merely to call attention to the problems of education in the South Sea Islands, and, of course, in discussing methods and objectives the mistake must not be made of judging native accomplishments by our standards. The natives have certain definite primary educational objectives which can be summed up as follows:

(1) A knowledge of methods of getting food and of defense against enemies.

(2) An ability to read and write in the local language or dialect.

(3) A familiarity with the culture and folklore of the clan and tribe.

(4) A proficiency in procedures of worship, a knowledge of their gods, of magic and supernatural powers.

As long as the community organization of the natives was on a clan or tribal basis, the activities of the community were incorporated into the school, and the school became an

integral part of the community. Things that children did and learned became an aid to better ways of working and to cooperation among the people but this simplicity vanished with the coming of alien influences.

In pre-white days the natives led a stable life with each tribal group using its own language or dialect. It is today the normal thing to find a dozen or so different tongues in one island group. The first alien influences to touch these people came with the missionaries, many of whom tried, with only indifferent success, to teach the natives a new language. They soon learned, however, to work more and more with the native leaders and less with the people themselves and to convert them gradually to Christianity by using their native language. Thus they developed native teachers and native preachers. Later, when commercial interests came in, bringing with them strange new gadgets and customs, the lingo of "law and order," "business and progress" made deep inroads into the isolated complacency of the islanders.

Native Tongues Are a Mixture

Rapidly thereafter, depending upon which nation or nations claimed authority to rule them, the people came to accept foreign languages more readily. Many of the islanders today speak their own particular local dialect and a foreign one besides. It is more correct to say, perhaps, that they know a smat-

tering of English, French and Oriental which they attempt to use along with their own dialect. The result is a strange and colorful conglomeration of tongues.

Native society was tribal and compact. The chief had all authority over religious matters, war, trade, education. Parents, in turn, exercised strict control over their children, demanding complete obedience and devotion. But as soon as the child left the home hut and went to school, especially if it was a school teaching alien ways and manners, habits and ideas, the old tribal disciplines began to weaken.

Educated Natives Feel Superior

Confronted by new choices of knowledge and behavior, the pupil was inclined to follow alien ways because of their greater prestige. An attitude of despising everything native, of looking with superiority and contempt upon parents and elders and a tendency to avoid the responsibilities of native society were soon

apparent. As might have been expected in such a situation native parents and elders developed an attitude of suspicion and resentment toward the white man's teachings.

Chiefs Become Feudal Landlords

At this point foreign commercial powers and government agents came to the rescue of tribal chieftains. The latter were important figures and, because of the deeply ingrained attitudes of the natives toward them, it was realized that the chiefs must be made more powerful. The white man flattered the old chiefs by giving them new ceremonies, rituals, legal paraphernalia and guns. The clan leaders, who formerly held and faithfully executed the responsibility of distributing land among the members of their groups, were soon metamorphosed into feudal landlords with virtually despotic powers. This practice gave rise to a dominant and leisured elite class that became more and more isolated from the masses, yet lived upon their labor. As Pro-

fessor Kessing says, the whole paraphernalia of foreign court life, complete with thrones, uniforms, titles and ranks, was transplanted to the South Seas.

White advisers drafted Western-style codes, parliaments and legal machinery; these men became the real power behind the various thrones. The results of such changes provided a golden opportunity for the exploiters of native labor and for commercial freebooters to denounce any form of education, just as a few Americans have done in Cuba and Haiti and, to a lesser extent, in the Philippines.

These people cry out against "too much education." They tell us that as soon as the native acquires anything more than the ability to scribble a few words and read a few lines he becomes unruly and insolent and a poor worker. A "good worker" means one who is amenable to all sorts of exploitation and indignities without talking back. The same type of gibberish is heard among our native American Fascists, especially in certain Southern areas. Of course, the Negro must not be educated. If he were to learn how he has been denied his elementary civil rights, how he has been exploited, he might overthrow the white man's rule.

Islands Must Not Become Pawns

This war has brought the destiny of the vast South Seas world, which takes in one eighth of the earth's surface, to a definite turning point. To allow these islands to become, or rather to continue to be, pawns of the various nations striving for the immense wealth of the area will make of them *the battleground of the next war*.

If a policy of realistic education can be permitted to function without having to face constant intimidations by special interest groups, it is entirely possible to develop the islanders into good, understanding natives as well as into good persons in the world neighborhood. Indigenous democracy is a long way off but that is no reason to feel that it cannot come. If the fundamentally sound intelligence of the natives can be protected and nurtured to maturity, it must be done through education that will integrate them into the world about them and free them from exploitation and economic helplessness.

We Must Teach Home Accident Prevention

HOME accidents are responsible for one fourth of all accidental deaths of school age children, according to the latest available reports of the National Safety Council.

In a survey of a nine month school term covering school systems with an average enrollment of 936,000, the safety council reported on 19,718 accidents to children of school age. Only those accidents were counted which resulted in absence from school of one half day or more or required the attention of a physician.

Leading causes of home accidents resulting in school absence were found to be (1) falls; (2) cuts and scratches, and (3) burns, scalds and explosions. Kindergarten children were the victims of the greatest number of accidents. Thereafter the number of accidents diminished with each advance in grade until the 11th grade was reached.

Of the 1550 children of ages 5 to 14, listed elsewhere in the report as

having lost their lives in home accidents during the year, 600 were the victims of burns, 250 of firearms, 170 of falls, 60 of poison, 40 of poisonous gas and 10 of suffocation. The others were killed by miscellaneous causes which were not listed in the report.

It is obvious from such report that a part of any school safety education program should be devoted to home accident prevention. During these days of war when the increased tempo of community life and the break-up of family units put more home responsibilities on younger shoulders, there is even more reason than before for teaching children how to combat accident hazards in the home.

Many junior high schools are meeting the problem with a course in Red Cross junior accident prevention which deals with home accident problems in an interesting and challenging way.

How We Test High School Pupils for APTITUDE

GORDON O. THAYER

Dean of Boys, Rye High School
Rye, N. Y.

PREDICATED on a principle of prevention of waste in human resources, high school guidance assumes increased significance in view of the educational and vocational efforts during a national emergency. If guidance is a constant effort to preserve, develop and appraise the priceless native capacities of youth, school administrators and guidance counselors are now, more than ever, as leaders in the field, responsible for the effectiveness and efficiency of our programs and our products. More than ever are we responsible for the fitting of round pegs in round holes and square pegs in square holes.

Need for Aptitude Appraisals

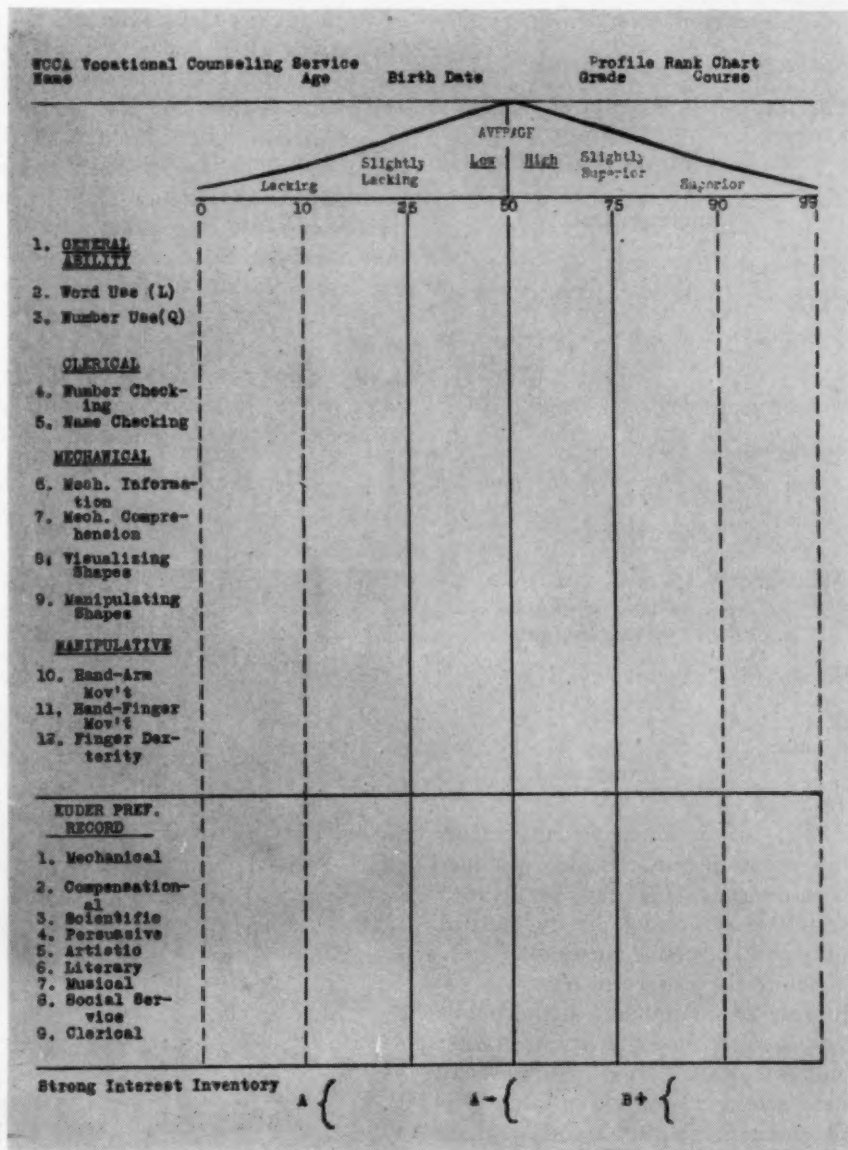
Young people today are not desperately trying to locate any type of job. Many of their vocational problems for the present center on the questions: "What branch of the service is for me? Shall I stay in school or take a job? Which and what job should I take?" Such interrogations reveal the greater need for more adequate allocation of abilities and appraisal of aptitudes. The evaluation of skills and talents and proper distribution for the common good, whether in the services, industry or civilian activities, are of paramount importance in this war era and in the years to come.

These necessitate a shift in emphasis for the educational personnel worker. He must keep in stride with all the facts available regarding methods of appraising aptitudes, educational opportunities, industrial shifts and pulses and the various branches of the service.

Space will not permit a detailed report on the plan of high school testing carried out at Rye, N. Y. This is but a fragmentary picture. Beyond the occupational and service information activities of Rye High School, more attention has been

given to the evaluation and appraisal of the pupils' aptitudes. Also, the accumulated data have been used to aid youths interested in entering branches of the armed service, work in war industry or entering college. The program now in operation de-

veloped in three phases: (1) administration of a battery of tests, rating scales and organizing of data; (2) dissemination of vocational information by speakers from employment offices, industry and the military services; (3) the holding of confer-



A sample profile rank chart.



Brochures containing results of tests are sent to colleges.

ences with individual pupils and the interpretation of data with resulting tentative objectives and follow-up through the school.

Several areas of measurement are tapped as follows:

Areas of Measurement

Scholarship:	School Records
Character	5 department ratings
Ratings:	1 self-rating
	Master character profile

Subjective Data

Autobiography:	Interests, experiences, history, likes, dislikes
Anecdotal:	Teacher reports
	Pro-con
Questionnaire:	Personal, family
Interviews:	Fact-finding, diagnostic

Objective Data

Aptitudes:	Clerical, mechanical, spatial, linguistic, manual manipulation
Inventories:	Personality, interests
Abilities:	Mental, achievement

Some of the objective instruments tap areas already reached by subjective means. Also, tests are used to search areas not adequately touched upon by subjective methods.

Before the battery of tests was administered, orientation of the pupils was sought through demonstration and discussion periods. Films were used showing aptitude testing. Display material, pamphlets and articles were placed on placards and made available for reading. Many of the

actual tests were put on display. Additional interest was aroused through discussions of the uses, purposes and value of various tests. Pupils were taken on a voluntary basis and were tested after school.

Because of the tremendous amount of work involved, the County Guidance Association cooperated in helping to develop the data and work out master profiles and test interpretation sheets. After the tests were given and while the data were being "worked," the association helped materially in conducting group information meetings. Speakers from industry, employment offices and the armed services were brought to the group.

The data were presented in the form of a brochure including a statement of pupil's educational and

home background, a copy of his school marks, a record of activities and honors, master profile chart and character rating. The pupils were notified that results were completed and arrangements could be made for individual interviews.

Conferences Are Important

At the conference, pupils were furnished with mimeographed booklets entitled, "What the Tests Measure" and "Relation of Interests and Abilities." Opportunity was given to digest these with the dean's assistance. Topics of discussion were: What were the meanings and implications of the data? How did they or did they not fit into the pupils' scheme of things? What tentative decisions could be made? What, if any, immediate steps were necessary? In many cases, with the agreement of the pupil, the parents were brought into the picture.

Beyond making the data available for school purposes, copies of pupils' brochures are sent to the colleges or schools to which pupils are going. They have been submitted for consideration in the case of pupils who have applied for scholarships. Employers have had an opportunity to avail themselves of the pupils' complete record. Recently, the information has played an important part in a youngster's ability to determine for himself a plan for entrance into the armed services.



Aptitude tests are a means of preventing waste in human resources.

Careers Begin *in* High School

KENNETH S. CARNINE

Superintendent, Montrose County High School
Montrose, Colo.

ONE of the fundamental purposes of a high school guidance program should be to inform new pupils concerning the school, its classes and activities and their chances for success in various vocations, after graduation.

"Guidance is the part of the school program which is most concerned with assisting the individual to become more effectively oriented to his present situation and to plan more carefully his future in terms of his needs, interests, opportunities and social responsibilities."

One of the most important issues before each pupil is the selection of the high school course that will most nearly meet his needs for the present and future.

While we in the Montrose County High School attempt to guide the pupil in his choice, we are at the same time trying to improve the periods of the year that have proved most confusing in the past, namely, the first and the last two or three weeks of the school year. These periods we now give over to the needs of the child. We make adjustments suited to his needs rather than require more adjustments on the part of the child to fit into a fixed schedule.

Each Pupil Given a Handbook

We give a handbook to every high school pupil and every prospective high school pupil in the county. The handbook is mimeographed and bound with an attractive cover. It deals with the plans for registration in the spring and in the fall. One section is devoted to the aims of our high school. Other sections deal with organization; courses of study, such as college preparatory, vocational agriculture, vocational homemaking, commercial; suggestions for those who plan to attend college; suggestions for those who do not plan to attend college. (Our college preparatory course is predetermined for us.

The other courses are more flexible and can be made to meet individual needs.)

There is also in the handbook a chart of subjects offered and the year they may be taken. This is followed by a description of every course given in the school. In closing, the book devotes considerable space to discussing standards of conduct for classrooms, corridors, lockers and so on.

Pupils Decide on Courses

The first of April we begin to study these handbooks in our home-rooms. We take up each section carefully, completing the work in about six weeks. In the meantime we have a preliminary registration for the purpose of determining a schedule for final registration that is held during the last week of school. Before the preliminary registration, the pupil has had an opportunity to talk with his parents and with a faculty member whose duty it is to help him in understanding how the different courses best serve his needs. In practically every case the pupil has fully determined the course he wishes to take by the time final registration is held.

During the last month of school I myself spend a great deal of time visiting the many country grade districts throughout the county. I meet with eighth grade pupils and we talk over various high school problems, taking up each one as it is discussed in our handbook. A handbook is given to each pupil for him to save and use throughout the next year, as a key to a successful four years in high school and a guide to a career. Every pupil is given registration blanks to take home. Parents are urged to study the handbooks with their children. With the aid of teachers, parents and high school officials, the prospective pupils register for the coming year.

These preliminary and final registrations enable us to work out a most

satisfactory and complete schedule for the entire year. Everything down to the last detail can be completed before the beginning of school. Part of the success of this program is due to the fact that the interest of the parents is enlisted; with the help of the handbook, they obtain an understanding of what the school stands ready to do for their children.

We feel that by this system we have made distinct progress in eliminating a slow and confused opening of school. After the first day, classes are running as smoothly as they do in midseason. A good beginning gives the public a feeling of confidence in the school and pupils make an effort to be present on the opening day, knowing that this is essential for a successful year.

Final Choice Left to Pupil

One of the neglected phases of education, according to some educators, is a failure on the part of the school to help children decide questions for themselves. We feel that we are remedying this situation by leaving the final choice of courses, with some understanding of their purposes, to the pupil.

In our guidance program as a whole, we attempt to assist pupils to obtain the kind of high school experience that will help them attain their highest and fullest development.

We help them select not only their courses but also their high school activities. This matter is discussed to some extent in our spring program. However, the daily activity program is not organized until pupils have had a chance to orient themselves and to make a survey of the activity field. Pupils themselves may organize any type of club or group activity in which they are interested. We have at present 19 clubs that meet once or twice each week.

When there is sufficient interest shown in some new activity by pupils not having a heavy activity schedule,

we may organize a new club. We feel that school clubs offer a fundamental means of aiding the curriculum in promoting the cardinal principles of education. Whether it be

worthy home membership, worthy use of leisure, citizenship, ethical character, vocation or command of the fundamental process of health, school clubs correlate and coordinate

the program. They offer rich contact in supplementing material for specific and definite practices.

A practical force in education is training by doing. Pupils are going to do certain things; if these practices can be directed into better methods and technics, much good can be accomplished in relating them to everyday living. Classroom activities often prevent practical interpretations and efforts. The school club can act as the laboratory for many pedagogical situations.

The last three years have been a proving time for this philosophy. We are making many other activities just as important in our school program as athletics, music and classwork. Ninety-three per cent of our pupils are participating in some form of activity and new organizations are being created right along. We find that the school spirit, general attitudes and classroom work have improved far beyond expectations.

Results Are Good

In a recent survey, we learn that our program has: (1) developed the quality of good citizenship, (2) developed a more worthy use of leisure, (3) satisfied the spontaneous interests of pupils, (4) given pupils an opportunity to do better those things that they will do anyway, (5) improved school discipline and morale, (6) developed more permanent life interests, (7) enriched the regular curriculum. These were the most frequently mentioned attainments in our survey.

Through our activity programs and homerooms the pupils learn about their own capacities, interests and needs; about the educational opportunities available in our school and those offered beyond their high school years. Assistance is given by the administration and faculty in the making of wise plans for the future, especially emphasizing further educational opportunities, vocational training and vocational selections. We spend a great deal of time, particularly with seniors, studying vocations, employment opportunities and ways and means of making the most of their opportunities.

An attempt is also made to integrate life in school with life in the community and home through a better understanding of the mutual responsibilities of pupils, teachers, parents and the community in general.

Back to School in Cleveland

AN INCREASE in the number of 16 year olds leaving school to take jobs in Cleveland war industries became apparent in the spring of 1942. In a radio broadcast in May 1942, Superintendent Charles H. Lake advised pupils to give serious thought to the question of returning to school. His claim that full-time school attendance is a patriotic duty and a war-time service introduced activities which have since served to keep the issue clear.

An acute labor shortage in the Cleveland area was the occasion in August 1943 for a meeting between personnel directors of local industries and a committee of school administrators. Earlier, a meeting of schoolmen had been called to discuss means by which pupils could continue to be available for employment after school opened. At both meetings school officials were under pressure to make school work secondary to industrial employment.

After discussion with the industrial employment managers, the school committee sent the War Manpower Commission this statement of policy:

1. A full-time school program, including long-range citizenship training and preparation for war needs for each pupil of high school age, is recommended as the most patriotic investment of time which can be made by pupils today.

2. Schools should continue to give increased attention to arranging pupils' programs of school and work on an individual basis.

3. Pupils carrying a full school program should limit their work outside school to a maximum of four hours daily.

4. Proposals for cooperative school-work plans by alternate days, weeks or months are not considered feasible on the high school level.

Following these meetings, the Cleveland principals and suburban schoolmen mailed letters to every pupil who had been enrolled the pre-

vious semester urging the importance of returning to school in September, offering the use of the school's guidance services and pointing to the possibility of arranging a part-time program to allow for outside employment, as an alternative to leaving school entirely.

Support to this effort was given by the newspapers and community groups interested in the employment situation and child welfare.

One outcome was an enrollment in the senior high schools in the fall of 1943 slightly higher than that of the preceding spring semester. Another result was the arranging of many pupils' programs individually so as to allow part-time employment. Of the entire senior high school enrollment, 41 per cent, or 8641 pupils, during the spring semester of 1944 had part-time employment outside school hours with a usual work period of from two to three hours a day. In one of the technical schools, the number of twelfth grade pupils thus employed reached as high as 74 per cent.

The late summer of 1944 saw a definite increase in community sentiment favoring the return to school of pupils who had been employed during the summer. Aided by last year's experience and stimulated by the activities of a statewide committee representing at least 50 organizations interested in the welfare of high school pupils, the Cleveland newspapers campaigned for a return of pupils to school in September.

Typical of the editorial comment was this statement from the *Cleveland Press*, "The young person who drops out of school now may be making the most tragic mistake of his life." The *Cleveland Plain Dealer* observed: "It is up to all to see that Ohio's war-working juniors be shown the necessity of returning to school for, if we do not, we do them and the country lasting disservice."

Standardized Tests Have Value only when properly understood and used

THE gravest danger in standardized tests lies not in the use but in the miscomprehension of them. Only by understanding them will we obtain the real values which they can give. They were designed to supplement, not supplant, other sources of information regarding an individual. Like most instruments, they are possessed of distinct limitations and can be inaccurate. To believe that they are devices for the detection of ability or accomplishment, as the photoelectric cell is for light, is to believe what has never existed or what will never exist.

Taking measurements in the social sciences is a different problem from what it is in physical science. There we are dealing with quantities which exist outside the scope of human determination. Visual defects occur as the result of certain causes; they are directly measurable and are not subject to the whim or will of the individual. A person's achievement in spelling, however, is a much more difficult thing to ascertain since it can appear only in part and the individual, through physical handicap, carelessness or indifference, can hinder its true manifestation. Consequently, we are dealing with a situation which is complicated by factors which are often undeterminable.

Superficial Deductions a Danger

The limitations and meanings of tests and scores are taught in most educational programs but unless these ideas are used frequently, most of the knowledge dies and only a few basic facts remain. Even these may be distorted by being too little understood. Then there arises the danger of using this information incorrectly and of making superficial deductions which are invalid.

No person who has studied the field of testing can be unaware of its limitations. It is lack of knowledge which brings blind belief in, and mis-

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use of, testing. A review of some basic concepts might aid in reorientation.

1. Tests measure by the response of the individual. Only by what the pupil does can we get any idea of what he is capable of doing. We assume that this is a typical response, that is, that if we tested him frequently he would tend to score approximately the same. That this is not always true is obvious. Yet the literal truth is that there is no other way; we must judge a person by his actions.

Tests for Certain Purposes Only

2. Tests measure only what they were designed to measure. The most commonly used and reliable are the intelligence and achievement tests. By their very nature, each deals with just one phase of the individual and is limited accordingly. Even the intelligence test determines the capacity of the individual principally by his progress and accomplishment in relation to his general environment. Other aspects of his nature must be largely determined by other means. Some limitations can be overcome by the use of a number of tests but we must not conclude that this will supplant other modes of investigation.

3. A good standardized test is a valid and reliable instrument. It can be expected to measure that for which it was designed and to yield consistent results within the limits set up. It may not give perfect results, because of intrinsic and extrinsic factors, but it may be expected to do what the author claims.

Every test has an error of measurement which varies with its reliability, an error which is intrinsic and must always be kept in mind. Because of

such errors, tests are more reliable for groups than for individuals and corresponding care must be taken in handling results. Kelly's criteria for groups are .50 whereas for individuals they are .94 and better.

Nor can we ever assume that one single test score is absolutely accurate. The more measures we have, the more likely to be correct we are. This does not imply that the tests are unreliable for, if they were, there could never be any talk of measuring growth or progress. How can we know whether the individual has advanced or how much if we do not assume that the various measures are reasonably accurate?

4. Errors also occur because of the administration and scoring of tests. Unless the directions are followed and the tests are marked and checked accordingly, the scores obtained are not comparable to those set up as norms. The results may be better or worse; they may be more or less satisfying to the individual and the school but they are not to be interpreted according to the standards of the test. It is generally advisable to have the papers rescored by another person so as to check on systematic or accidental errors. Too much care cannot be taken in this respect. Dearborn and Smith found that nearly as many errors occur in tests scored objectively as subjectively.

Test Score Is Only One Index

5. Test scores need interpretation. Standard tests are objective in the sense that the scoring does not depend on the subjective judgment of the person correcting them. But this does not mean that the test score is by itself a complete index of the pupil or the school. Just as a patient's temperature is only one symptom of his illness, so a test score is only one index. It must be viewed in conjunction with other factors if an intelligent understanding of the pupil is to be reached. Here it is that per-

sonal skill, intelligence and experience enter into the picture. This is, in many respects, the *crucial* point. No test yields perfect results; no single score is a complete criterion. But reliable tests, properly administered and scored, are irreplaceable sources of information, giving facts not otherwise known about an individual or confirming and supplementing previous conclusions.

This certainly does not mean that every test score must be taken at its face value. If the results disagree

with other known data, the reason for the inconsistency should be sought. It may not have been the fault of the test but of the administration, the scoring, the physical condition of the pupil or his attitude toward the test. Perhaps the variation in itself may reveal facts useful in understanding the pupil.

In every case the test results must be examined with care, impartiality and understanding. Administrators and teachers as well as specialists in the field must be trained in the

theory, meaning and limitations of tests and their results. Certainly the general practitioner in medicine, as well as the specialist, must know how to interpret symptoms. So, too, in education, professional knowledge of so important an aspect of teaching is an absolute essential. It would be unfortunate if education, having pioneered so much of the testing movement, should fail in the use of tests now that they are becoming so universal and important a part of the business and military world.

A Study Unit Built Around *Christmas Seals*

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EDUCATION that functions among teachers, pupils and community was well illustrated early this year when the schools of Springfield, Mass., prepared a study unit for use in schools throughout the country by the National Tuberculosis Association.

For a number of years now the association has been making available to schools a study unit which relates some aspect of human progress to its Christmas seal campaign. This year, as in the past, the prime purpose of this unit, which deals with communication, is to make clear man's thrilling victory over disease.

Entitled "By Land and Sea and Air—A School Program for Elementary, Junior and High Schools," the unit features the development of communication throughout man's history. This year's Christmas seal, reproduced as page 1 of the study unit, shows the postman delivering the Christmas mail.

When the schools of Springfield were asked some months ago to prepare the unit, John Granrud, the superintendent, requested Ruth Evans, supervisor of health and physical education, to get the job done. Miss Evans created a committee with members drawn from grades ranging from the second in elementary school



Page 1 of the study unit.

through senior high school. The result of the committee's work is an intensely practical 12 page program with an appeal to teachers not only of health and physical education but also of social studies, home economics and science.

The committee's work is now completed. The unit has been approved by the National Tuberculosis Association and a half a million copies sent to tuberculosis associa-

tions in states throughout the nation for the use in local schools.

The main idea of the unit in the elementary grades is to associate communication in the minds of little children with the fight against tuberculosis so that "every time they see the postman they'll think of Christmas seals" and the amazing accomplishments in the prevention and control of this disease which these seals have made possible through the last forty years. Similarly, electricity employed in telegraph, radio and television is featured.

The committee of Springfield teachers that prepared the unit decided to continue as a permanent body, representing as it does the various grade levels and subject matter fields.

The process which got under way when the Springfield teachers began their work on the National Tuberculosis Association Christmas seal unit early this year is another example of how truly effective education can be when it functions in the lives of people. Here, teachers faced a problem together and have set the way for nearly a million teachers in thousands of American communities to carry over the interest of children in communication to the continuing problem of the development of health.

THE secondary commission of the Association of Colleges and Secondary Schools for Negroes in January 1943 set as its immediate goals the developing of ways and means by which it could give most effective service to the nation's war effort through the Negro high schools of the Southern Region, and the organizing of a plan for accumulating during the period of the war as complete a record as possible of the number and types of services rendered by the Negro high schools to the nation's total war effort.

Initial contacts were established with governmental and educational agencies, seeking from them more adequate information and Negro representation in these agencies as a tool for understanding. Particular emphasis was placed on the development of special materials and services to Negro schools in connection with war-time living and the particular problems of the region. Schools were then advised of the available sources of information, including governmental and educational agencies and their officers, association commissioners in each state, newspapers, publications of teachers' organizations and meetings.

State Commissioner the Key Man

The entire program was made to revolve around the commissioner from each state. After schools had made proper contact with officials who would work with them as individuals and with the commission as a whole, they had the further responsibility of setting up their own organizations.

Later commissioners were asked to set up in their own states their own organizations. Their purposes were:

1. To find out what Negro schools were doing to promote the war effort and the peace afterward.
2. To disseminate information concerning available facilities provided by federal agencies.
3. To check returns from work for information to be sent back to federal agencies recommending (a) more adequate information; (b) Negro representation as a tool for wider coverage.
4. To keep a record of the foregoing and maintain such contacts with the secretary and chairman of the commission as would permit assembling of significant data for the

NEGRO HIGH SCHOOLS and the War

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region and passing on desirable programs from one state to another.

The 11 states responding to the outlined programs were North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Tennessee, Kentucky, Virginia, Texas.

At the end of fifteen months' work, these states reported on activities that may here be classified as (1) specialized activities and (2) curriculum modifications, and on cooperation with state and federal agencies.

Specialized Activities	States Reporting
Organized purchase of war bonds and stamps.....	6
Development of victory gardens.....	3
High School Victory Corps.....	4
Participation in salvage campaigns.....	7
Cooperation with Junior Red Cross.....	4
Military drill.....	3
Issuing of ration books and registration for Selective Service.....	7
Curriculum Modifications	States Reporting
Reemphasis of health and physical fitness.....	3
Development of defense courses in vocations.....	5
Development of pre-induction courses.....	4
1. Fundamentals of radio	
2. Fundamentals of machines	
3. Fundamentals of shop work	
4. Fundamentals of automotive mechanics	
Development of specialized courses.....	5
1. Home nursing	
2. First aid	
3. Nutrition and food conservation	
Reemphasis and redirection of established courses.....	5
1. Science	
2. Mathematics	
3. English	

In the area of cooperation with state educational agencies and regional and state federal agencies, the report and discussion period in the meeting of the commission developed a trend toward a realization of the following facts:

1. That few state departments of education are developing programs of a statewide nature which include Negroes in the planning and initiating of those programs.

2. That in those states using this technic more comprehensive programs are developed throughout the state.

3. That there is a need for more general state planning and that Negroes should be included in the plans and among the various planners.

4. That materials from federal agencies might be definitely improved for dealing more specifically with groups of different races and different abilities.

5. That more Negroes connected with the personnel of federal and state agencies would greatly improve the general relationship and channeling of materials to Negro schools.

Too Much Left to School Heads

The reports to date seem to indicate that many high schools for Negro youth are still going their academic ways without concern for our global conflict and its intimate contact with the lives and fortunes of all young people. The basic cause for this condition might well be the failure to include Negroes in the over-all planning of programs. It is a story of too much left to the individual heads of schools.

Throughout the report and the discussions there runs a concern for the maintenance of a positive morale, a fairly logical product of a sense of

belonging. Here again we find the need for program making that will develop the "we" and "our" concern. Negro pupils know this is their war. Relatives in the war and institutions with which they are connected attest that it is theirs. These young people,

out of the draft and too young for industry, are frustrated by their feeling of unimportance in a busy world and as the U. S. Office of Education urges them to remain in school, they ask "Why?"

It is a challenge to all responsible

for education to see that the answer relieves their doubts and insecurities and provides for them a program of action important to them and to the best future interests of this country.

The commission has voted to continue and deepen this study.

Speech and Guidance Meet *in the Homeroom*

IF WE accept the commonly understood definition of speech as the medium by which we convey our ideas orally to others, the word "convey" suggests that we are dealing with a medium of communication.

We need not elaborate the thought that the guidance worker is concerned at all times with communication, his own job being that of communicating himself to those whom he wishes to advise with the hope that, as a result of his efforts, those whom he is advising will better express themselves to others.

We could discuss various ways by which the guidance worker might interest himself in speech. If he is dealing with the subnormal child, the problem case enters the picture. It is not hard to find something on the treatment of defective speech in relation to the mental defective. We know that there is a clinical phase of maladjusted speech occurring as a reflection of maladjusted personality.

Every guidance worker is interested in the development of total personality. Hence, he is interested in self-expression. The timid, the inhibited, the "afraid" types of pupils, in many cases, lack only the stimulus of the speech program to give them "nerve" enough to say what they fear they can't. A speech teacher can get tremendous satisfaction from seeing stumbling, halting, incoherent youngsters grow before her eyes into fluent, self-confident speakers who convey their ideas clearly to others.

There are a number of positive, specific procedures set up in the speech classrooms to serve the ends of the guidance program. These procedures, of course, vary with the

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individual speech teacher. There are hobby talks and etiquette-training pantomimes in which a "host" or "hostess" welcomes a group of incoming guests and introduces them correctly to one another.

Then there are interviews. One pupil may become an "employer," the other an applicant for a job. The manner of approach, as well as the manner of speaking, is carefully judged. In another interview, one pupil sells an article that he knows something about to a "buyer"; in another, he interviews his fellow pupil who is presumed to be able to give him desired information on some subject upon which he is an expert.

Nor should we fail to mention the parliamentary law practice which gives any speech class experience that is valuable in democratic procedure, in sportsmanship, in self-restraint and in self-expression. The ideal teacher knows that voice is one of the three main attributes of personality. Dr. John Almack lists power of expression as one of the four basic characteristics of leaders.

Cox and Duff* call attention to the fact that the old homeroom, or registry room, was "purely an administrative unit for checking attendance, making announcements and carrying on the details prescribed from the control room by the chief engineer." But this conception has

changed. Today, the homeroom is an expression of the collective will of the group. In the old days, when the homeroom organizations were authoritarian, all that was necessary was that the teacher could speak, for she was the one who did all the talking during the homeroom period. Democratic procedure means pupil participation and this means few or many, good or bad speech situations, depending upon the initiative of the homeroom teacher and her ability to cooperate with the school speech and guidance programs.

Many communities, notably Tulsa, Okla., have utilized the homeroom period for practicing parliamentary procedure, for thrift study, citizenship training, counseling and guidance studies of patriotic documents, practice in school songs and traditions. In nearly every case discussion by more than one person or for more than one person is involved. Such discussions may be formal or informal; the many or the few may take part in them. Whatever procedure is followed, whether it is an open forum discussion, a formally prepared talk delivered by room representatives, an address by a specially chosen homeroom pupil, a talk by an outside school leader or something given by the speech class corps, *speech is involved*, and some pupil, for better or for worse, is expressing his thoughts, his emotions, his attitudes to others. If those who have addressed homerooms (and may their tribe increase) have betrayed an emotional security that has transmitted itself to the thirty-odd adolescents in front of them, we can expect to see the guidance program functioning at its best.

*Cox, P. W. L., and Duff, J. C., *Guidance by the Classroom Teacher*, New York, Prentice-Hall, 1938.

Teaching the Art of Listening

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THE radio in modern life has made us aware of the part that listening plays in learning. We are gaining information, forming opinions and making decisions as a result of using our ears as well as our eyes. As modern learners by this means, we need special training that will prepare us to learn effectively by listening intelligently.

In addition to its rôle in the learning process, listening has a particular relationship to language study. Today in our teaching of the language arts we are emphasizing not expression but communication. This emphasis involves new methods of teaching reading, writing, speaking and listening. Since the reader can read only what has been written, his training involves the improvement of his ability to interpret that writing. Likewise, the writer writes for the sake of being read; therefore greater attention is being paid to the audience, or reader, aspect of writing.

Learn to Follow and Interpret

Similarly, since one speaks for the sake of being listened to, he must learn to communicate; as a listener he must be trained to do an intelligent job of following attentively and interpreting critically. This point of view necessitates the extension of our language arts curriculum to include directed listening programs in the classroom.

Directed listening activities may have four purposes: (1) to stimulate thinking; (2) to convey information; (3) to improve oral communication; (4) to increase literary appreciation.

First, listening is a means of stimulating thinking. The educated citizen is one who knows how to think and, in the education of such citizens, directed listening activities can

contribute to the development of his thought processes. One of the fundamental reasons for reading aloud in the classroom, for providing assembly lectures, for making use of radio programs is to stimulate thinking on the part of pupils.

However, we cannot stop there; the pupils must be taught how to listen. Necessarily, then, in the process of teaching listening we must not only provide speech activities which will stimulate thinking but also guide the development of ability to respond critically to what is heard.

Radio Has Influenced Our Habits

Second, listening is a means of gaining information. Whereas Will Rogers said that he knew only what he read in the newspapers, people today know largely what they hear, especially on the radio. This use of listening has long been recognized in classroom procedure. Listening to learn is the reason for story telling in the kindergarten, for recitation and discussion in the elementary and high school, for lectures in college. Our awareness of listening as a classroom procedure has been intensified by the radio.

Since we learn by listening, we must learn to listen and for this purpose the listener must be taught how to increase his powers of attention and retention. He must learn to develop discrimination in his listening by discerning differences in what he hears. This involves learning to make wise selections in, and to establish definite standards for, what is listened to.

Third, listening is a means to the improvement of oral communication. The field of language learning involves vocabulary building for the

development of good diction, the study of language usage as a contributing factor in effective expression and the improvement of voice and articulation for the sake of being heard and understood.

Listening is a major activity in the field of language learning for the simple reason that language is learned by listening. Because the child speaks what he hears, he should have in his study of language an opportunity to hear the best. We must provide these opportunities since this is the logical way in which we can rapidly improve a child's diction or language usage.

Just as reading helps to build the written vocabulary, so listening contributes to the spoken vocabulary. Practice in hearing and speaking good language will accomplish, also, far more than will the usual grammar study. Furthermore, the establishing of acceptable pronunciations can be accomplished only through directed listening activities. Finally, the greatest aid to training the voice is intelligent, critical, accurate listening to others and to oneself; hence, the importance of voice-recording instruments in *all* language classes—foreign, English and speech.

Enjoyment of Literature Increases

Fourth, listening is a means of increasing one's appreciation and enjoyment of literature. Too long have we confined literary study to silent reading. The result has been a fair acquisition by the pupil of the intellectual content of a passage or work but little response to the emotional content.

Fine literature expresses both thought and feeling and a complete understanding of both is achieved best by learning to listen to it well

read and learning to read it well aloud. Especially is this true of poetry and drama. These two types of literature are least read by the public in general, probably because they never learned to *listen* to what was written primarily to be heard.

Teachers may well focus some attention upon training in a learning skill and a language activity which has much to contribute to education and has much need for guidance. What, then, are some of the procedures helpful in directed listening programs?

Effective teaching of listening requires the use of modern audio aids. Perhaps the neglect of training in listening heretofore has been due to the lack of these materials for teaching. Books made instruction through the eye so easy that the ear was forgotten. In addition to good readers and storytellers, to good lecturers and discussion leaders, to good thinkers and voices, listening programs require radios, phonographs, records and transcriptions and recording instruments. The steps in the effective use of these aids to listening define

the procedures for instruction in learning to listen.

The first step is careful selection of the materials to be presented, that is, thoughtful choice of stories to be read or told, of lectures or speakers to be heard, as well as of special aids to be used. In this selection a preview is desirable, if possible. In the use of radio a preview of materials is difficult because the programs are evanescent. The teacher must, therefore, take advantage of advance program schedules, descriptive pamphlets or bulletins or other guides to forthcoming broadcasts.

This limitation in the case of radio makes the use of records and transcriptions especially desirable. It is possible to preview records by playing them beforehand and to choose from a growing wealth of recorded material, including children's stories well read, the finest interpretations of Shakespeare, dramatizations of significant historical events and on-the-spot recordings of current social, political, industrial and war-time happenings.

The objects of the teacher in making the preview are to select materials suitable for the class and the lesson objective and to become acquainted with the content and delivery of the material to be used.

Preparing for the Presentation

The second step is planning or preparing for the actual presentation. This involves arranging an environment conducive to good listening and preparing the listener for thoughtful, responsive attention. Provision should be made for adequate lighting, comfortable temperature and proper ventilation. As for the listener, physically he should be in a comfortable position with good posture and with a view that makes it possible to keep his eyes on the speaker or instrument; he must be at ease but alert. Mentally and emotionally, the listener should mobilize his energy by arousing an attitude of interest and a desire to listen. Helpful, also, is a conscious recall of related knowledge or past experience that may function in listening.

The presentation, or actual act of listening, is the third step for which guidance can be offered. During this time the listener should be mentally and emotionally responsive. Listening is an active, not a passive, affair. In addition to merely attending, that

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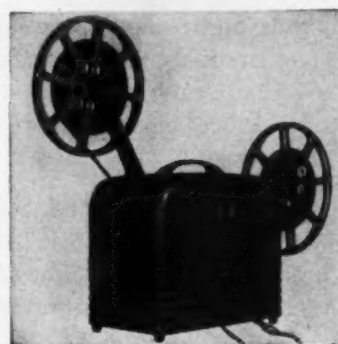
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is, receiving aurally the sound waves, the purposeful listener will do two things: he will attempt to understand and he will react.

First, then, beyond concentrating his attention on hearing he will strive to recognize or define some pattern of knowledge in the material being listened to. Helpful in this connection will be an effort to detect a theme or a main idea and to separate subordinate points. Also, with informative material he will distinguish among facts, analyses and generalizations. This may involve such activ-

ities as notetaking or formulating mental questions. With artistic material he will seek to interpret thought and to sense emotion.

His second activity is in the nature of response, that is, he will react to what he hears by relating it to what he already knows, by summarizing the information for the sake of distinguishing essentials, by judging what he has heard on the basis of standards and by assimilating the ideas in the process or for the sake of reconstructing his experience.

The final step in directed listening

is the follow-up or proving. This involves further objective evaluation and remembering. In terms of classroom procedure, it is accomplished by means of questions, discussions, reports in digest form and outlines.

Before looking at equipment, examine some ordinary classroom activities. In every speech situation, emphasis could be placed upon the listeners; this is true of all conversation, ranging from gossip to public speaking. Oral activities of any kind can be employed for the purpose of directing listening; and discussion procedures, such as round tables and panels, may be initiated for the sake of training thoughtful, attentive, critical listeners as well as speakers. Similarly, in literature courses oral reading should be employed for the sake of providing listeners with opportunities, for example, to hear fine prose style and to respond emotionally to poetry and drama.


Effective teaching aids in connection with these usual classroom procedures include (1) information quizzes on talks and discussions, (2) notetaking, (3) outlining and (4) listeners' charts, which provide auditors a means of evaluating the content and delivery of the material which they are hearing.

Hearing One's Self Is Helpful

Audio aids, many of which are increasingly employed in speech programs, are almost necessities for directed listening. Disk and magnetic recorders are essentials for improving speech because they provide the speaker an opportunity to listen to himself and this purposeful listening becomes the best aid and stimulus to improvement.

However, materials recorded by others serve the same purpose. The interpretations of the Gettysburg Address by Charles Laughton, Raymond Massey, Wesley Addy and Alexander Woollcott can be used in the voice class, the interpretation class and the literature or social studies class which is concerned with analyzing meaning.

Telephone and public address systems, often used for oral activities, are similar aids to the listening program; and the chief emphasis in the use of radio in the classroom is, of course, upon listening technics. It is, in fact, with radio programs that the only real work has been done thus far in the field of listening.



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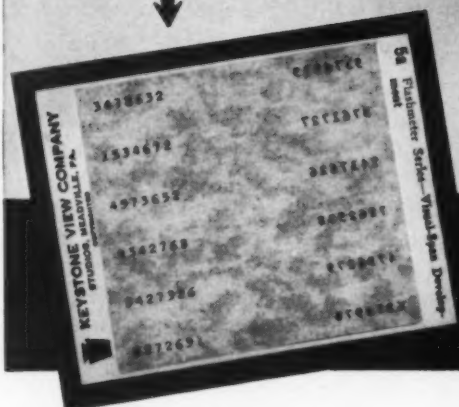
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HOT LUNCH *in a Rural School*

CHARLES J. DOVE

Former Superintendent, Arcadia Township Schools
Arcadia, Mich.

NO HOT lunch program will succeed unless and until the community has accepted it as a vital contribution to the growth and health of its children. If a community does not perceive its value, it is probably because of the lack of understanding of the possibilities of a well-run lunch program.

Parents Must Get Behind Plan

The first step in convincing such a community that it needs hot lunches for its children is to call a meeting of the leaders of various organizations and try to persuade them of the service they could render the children by helping to establish a lunch program. It is easier to do this now than it used to be, since the operation of the Selective Service Act has shown that the health of our young people would be better today if their nutrition had been better in earlier years.

The community served by the Arcadia School at Arcadia, Mich., was convinced of the value of a hot lunch program from previous experience. A survey was made by the home economics teachers and myself of costs and the facilities at hand. It was decided that we could serve a full meal by receiving a 9 cent reimbursement from the Federal Food Administration. The lunch could be prepared and served in the home economics room if the home economics classes could be scheduled for the afternoon.

After signing a contract with the

The author is now serving as an ensign in the U.S.N.R.

Federal Food Administration, our first task was to find a cook. We hired a woman who had raised a large family because we believed—correctly, as it turned out—that she would be able to prepare plain food in an attractive and economical manner. She was also “acceptable” to the community as far as general cleanliness and neatness went.

According to the plan now in operation, the food either is brought to the school by the pupils or is purchased locally. The pupils bring in a surprising variety, either as donations or in exchange for lunch tickets. Some time ago during an acute egg shortage the hot lunch program and the necessity of cooperative effort were brought to the attention of the parent-teacher association. The next day's menu required eggs, so the talk included a call for them. Later in the evening I observed a woman going from person to person saying, “Will you be able to send one egg with your daughter tomorrow morning?” The next day we had the eggs we needed for lunch.

Supervision Ensures Sanitation

The menus are planned by the home economics teacher in conformity with governmental requirements and the amount of reimbursement. The teacher also oversees the operation of the program to ensure adherence to rules of sanitation and scientific food preparation.

Since one cook was not able to prepare the amounts of food needed to serve from 60 to 110 persons daily, for the first two months we made

use of volunteer help drawn from women of the community who had indicated a desire to be of assistance. We notified each woman when it was her turn to serve. She came to school at 9 o'clock and worked until sometime before 1 o'clock under the direction of the cook. This plan worked satisfactorily for a while but became gradually less satisfactory as the volunteers' enthusiasm waned. We then hired a part-time cook.

Pupils' Help a Factor in Success

To save some of the drudgery, pupils help out. Each day a squad responsible for the week comes from the homeroom to the lunchroom a half hour before lunch and stays after lunch to wash the dishes. Members of this group set the tables and dish up the food. The number of pupils who are reluctant to assist is smaller than the number who want to help. Boys, who wouldn't think of doing dishes at home, pitch in and help, although with slightly sheepish zeal. Such volunteer help is not perfect but it works and the pupils learn that they must contribute to the success of their own lunch program.

Just before lunch the food is put on plates on the tables. This eliminates the confusion and delay of a cafeteria line. The cook is informed in the morning as to the number of customers to expect.

The elementary pupils begin to eat about ten minutes before the high school pupils so as to save confusion in the halls. All pupils sit wherever they desire. We hope that they will learn the courtesies of eating in a public place better in this way than if they were directly supervised by teachers.

The teachers eat at a separate table. The lunch period is a time of relaxation for them, if one can judge by the amount of banter that goes on. The children consider it a privilege



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THE TREND IS TO GAS

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to eat at school. Parents who customarily insist that their children come home at noon allow them to eat at school as a treat. For parents who work in the local factory the school lunch is especially appreciated.

A charge of 6 cents a meal is made. The teachers voluntarily add 9 cents to that amount because the government does not reimburse the school for meals served to teachers. Suggestions that the price be lowered has not met with any great enthusiasm. We do not claim all that the government would allow us because we can afford to do it this other way and we believe that the community should pay its own way as far as possible. There are a few parents who cannot or will not pay in money or food. Not believing in visiting the sins of the parents on the children, we see that these pupils eat lunch anyway, the matter being kept confidential.

Delicacies on Special Occasions

On special occasions, such as the last day before Christmas vacation, we splurge a bit by serving a special roast, pies and other delicacies. On such days nearly all the pupils are present. On ordinary days the number of those who would otherwise carry their lunch is about 40 per cent of the enrollment. From 60 to 80 per cent of the pupils eat lunch at school every day, which is the most satisfying compliment paid to the hot lunch program.

We did not want the golden opportunity afforded by the program for putting the teachings of the home economics department into practice to go to waste. Consequently, a home economics project was planned to make educational use of the serving of hot lunches.

The first phase of the project consists of pupil planning of the menus wherein the girls use their knowledge of proper nutrition and balanced menus. The requirements of the government serve as a rough guide. The pupils' task is to plan a meal that is rather easily prepared, is tasty and that offers sufficient variety to please the majority.

The second phase of the project is purchasing. The girls consider the amounts of food required, comparative prices and qualities. In this day and age they cannot avoid acquiring some understanding of the operation of the rationing system as they plan.

The final phase in the project, and the one in which boys also participate, is that of preparing lunch for the school. During the last week of the hot lunch program the prep-

aration is the responsibility of the home economics pupils. We are convinced that some of them would make good mess sergeants in the W.A.C. or the U. S. Army.

FOOD FOR THOUGHT

Sandwich Popularity

Which sandwiches are proving most popular in these days of food restrictions? When this question was put recently to Mrs. Jean H. Dunnigan, West Branch, Mich., she reported without hesitation, "Minced ham, egg salad, toasted cheese and hamburg bun. Tuna formerly was king."

Speed Record

Here is a speed record in cafeteria servings. It comes from Mrs. Rachel P. Taylor, public school cafeteria manager at New Castle, Pa., who reports 283 served in fourteen minutes and 298 in fifteen minutes in a double line. It happened during a special turkey dinner with dressing, mashed potatoes, peas, cranberries and a half pint of milk, all for 25 cents. No wonder the total servings at three high schools were 1689.

School Lunches in England

In England school lunches are operated today under government subsidy. The Ministry of Foods supplies up to 90 per cent of the cost of the hot lunches served. Lack of equipment slowed up extension of the school lunch program for a time. However,

during the blitz of 1940-41 central kitchens were set up in most cities to take care of families bombed out of their homes. Later this equipment became available for the school lunch program, which costs \$4,000,000 a year.

Dish Tables Do the Trick

They call them dish tables in the cafeteria at Shortridge High School, Indianapolis. There are two of them which take care of 850 pupils in a forty minute period. As the trays come in through the center part of the table, two of the workers scrape the dishes, putting the refuse in the garbage cans below the tables. The workers at the end stack the dishes on trucks. The loaded trucks are then taken to the dishwasher in the kitchen.

When Mrs. Frances G. Percy inaugurated this idea she intended to have her dish wagons enclosed with screens but, because of problems of location, lighting, floor space and ventilation, they have continued as they are.

"The whole setup was such an improvement over the previous system that it has not been objectionable," Mrs. Percy explains. But she still has hopes some day of enclosing the tables in soundproof rooms.



Dish tables save time and effort.

Planning *Long-Range* Building Maintenance

IN ANY long-range building maintenance planning, the financial problem is a fundamental consideration. The methods by which such extensive need for funds can be handled will depend on the type of institution.

In a public school system the entire building maintenance expenditure is probably, of necessity, tied up with an annual budget and, unfortunately, the building repairs items of any such budget is frequently a football for those interested in cutting down expenses.

In the case of state universities the same general conditions prevail except that the state legislatures, rather than the taxpayers, are the big, bad wolves of economy.

In the case of privately endowed institutions, however, there is considerably more leeway and the financial policy can be more readily adapted to the real building needs.

Long-Range Financial Plan Needed

It is of the utmost importance to have a financial plan for a ten, or even a fifteen, year period which can be the star to which the building maintenance wagon is hitched. In the case of public institutions, both city and state, such a plan can be used to good advantage in the advertising work necessary for obtaining the appropriations. Such a plan also leads to clearer thinking on the whole building problem.

There are two general methods of providing for proper financial planning, (1) the building reserve method and (2) the annual appropriation method.

The so-called "building reserve" system which has been in use at Harvard University since about 1925 is, as the name implies, the setting aside for each building of an annual sum, a building reserve, which is the same irrespective of what repairs are actu-

ROGERS B. JOHNSON

Former Superintendent of Building Maintenance, Harvard University

ally made. By this system each building carries a uniform load year in and year out and, if properly operated, there is a reserve available for the unpredictable repairs and replacements which periodically must be made.

One Way of Determining Reserve

The proper amount of reserve for any building may be determined in one of several ways. The crudest method is that of making estimates for all the repairs necessary in the next twenty years and then dividing the total by 20 for the annual figure.

Another method, which has been developed at Harvard, is to arrive at a figure per 1000 cubic feet of building. This figure varies with the type of building but has been found to be fairly uniform for any given class of buildings.

In operating a building reserve system the first step is setting up appropriate reserves for each building. These reserves are planned to maintain the existing building shell and the building equipment, such as the heating system, elevators, plumbing, electric wiring, built-in closets and cabinets, laboratory benches and so on, in proper repair and to provide for the necessary replacement of worn-out equipment of the above types. This system does not contemplate betterments. It is totally for maintenance and repair of existing facilities.

Provision should be made from general funds or from specifically appropriated funds for betterments and alterations but, as these are hard to foresee, it is a much better policy to separate repairs from betterments and alterations.

The second step under the building reserve system is the preparation of an annual budget itemizing the sums to be spent on each building during the current year. In making out such a budget the real needs of the building are the main consideration although, of course, it is essential to consider the amount of interference which such repairs will cause with the use of the building so that such interference can be minimized when repairs are actually made.

Also it is necessary to give thought to the relation of the yearly expenditure to the reserve on a particular building. It should be permissible to run any building in the red in any one year provided due care is taken that in, say, a ten year period, total expenditures do not exceed the total reserve. It is much more conservative, of course, to have the total reserve exceed the total expenditures by a reasonable sum to provide for future contingencies.

The third step is the actual expenditure of the money, which will be more fully discussed in a later article.

The Annual Appropriation System

Under the annual appropriation system, a detailed estimate of the work to be done in a given year is made for each building and the vital point in such an appropriation-seeking estimate is the selling power of the various items rather than the real needs of the building. Bargains in certain lines may have real appeal but the particular whims or desires, or even popularity with appropriating authorities, of some tenant may be the determining factor. Betterments and alterations are likely to be mixed in with strict maintenance and repair items. This picture from the point of view of a sick or ailing building is not comforting. There are too many factors for the doctors

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Wax finished floors of ANY kind can be cleaned, dry scrubbed, and polished in a single operation, with Sun Ray Steel Woolers. They are available in sizes to fit any disc type floor machine and are ready for instant use. No fastening is necessary. Simply center the brush over the tailor-made wooler, start the machine and you get a rich, lustrous surface.

For any job where a polished surface is important, Sun Ray Steel Wool Products give best results and save manpower. The orderly placement of precision-cut steel wool strands insures better control. Yielding and flexible, these products work perfectly on curves and uneven surfaces.



Sun Ray Layer Built Pads are big, handy to work with and exceptionally economical. When one layer is used, it can be folded back, exposing a new surface.



Craftsmen prefer these pads because they are made from long strands of precision-cut steel wool arranged parallel, insuring faster cleaning and polishing.

Sun Ray Layer Built Pads provide the highest quality steel wool in its most convenient form. They are yielding and flexible and work perfectly on curves and uneven surfaces. They are especially good for cleaning kitchen utensils.

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to consider and, in fact, too many doctors who do not always agree and the patient may die.

The best financial provisions are of no avail unless there is proper physical planning.

The types of items may be divided into several different classes as follows:

(1) There are the nonrecurring items or, perhaps better, those that recur at irregular or long intervals, such as slate roof replacement, replacing of plumbing and heating pipes and new floor covering.

(2) Periodic repairs which recur on a definite schedule, such as outside painting and inside decorating.

(3) So-called minor repairs which are the miscellaneous small jobs which have to be done as need arises.

Certain Repairs Should Be Periodic

Perhaps the most important part of the physical planning is to set up definite schedules for as many functions as possible. Roofs, for example, should be thoroughly gone over once in five years and tar and gravel roofs should be replaced on a twenty year basis. Outside painting should be handled on a five year cycle with a half period touch-up of south side window sills and other exposed places.

The interior renovation will vary from one type of building to another. In classroom buildings the cycle of ten years may be suitable. In executive offices probably a five year cycle should be planned, while in living quarters, dormitories and the like, a six or eight year cycle with a half cycle touch-up of such exposed places as halls, bathrooms and the like would be desirable.

There are undoubtedly many other phases of building repairs which can be put on a definite schedule basis and the more complete such a schedule can be made the fewer items will be left to chance and the better the building maintenance will be.

Experience will show a sum for each building necessary for the so-called minor repairs. These are of a running or operating type and are in essence emergency repairs which must be made. The better the overall building maintenance is, the lower will be the total of these minor repairs. They will be found to increase between renovation cycles and will rise rapidly towards the end of a cycle period.

The term "interior renovation," as used above, should be inclusive enough to take in, besides the painter's finish, which is inferred, the complete overhauling of the entire interior of the building. The heating system should be thoroughly inspected and all potential trouble obviated for the period until the next renovation is due. The same applies to the plumbing and the electric systems, carpenter repairs to all woodwork, sashes, doors, floors, building hardware and plaster. In short, the whole building should be made as nearly new as is reasonably possible. Or, to put it another way, the building should be put into as nearly perfect condition as possible.

Preventive maintenance and a strict ruling out of small alterations, such as new installations of window screens and additional shelving in closets, will keep minor repairs at a minimum.

When the actual budget for a building is figured, it should always have an allowance for minor repairs.

This should be a covering amount, should be spent only when it is necessary and, consequently, should be carefully controlled and supervised.

The other items would be so-called special or major repairs and for many buildings there would be none of these in some years. In buildings where major repairs are necessary, there should be division enough to coincide with the long-range plan. Outside painting, roof repairs, pointing brick and stone work, replacing chimneys, relining gutters, renewing valleys, replacing heating pipes are examples of such items. In buildings where complete renovation is called for, there should be special items for carpenter repairs, electric work, plumbing, heating, plastering, painting.

East, west, north or south, the fundamentals of building maintenance are the same and solid planning and scheduling of physical repairs are of the utmost importance. Such planning is worthless, however, unless the financial soil is fertile.

BETTER PLANT PRACTICES

To Prevent Frozen Pipes

The proper time to turn off water for outside faucets and drinking fountains depends upon their location. In Port Chester, N. Y., according to Walter J. Scott, supervisor of buildings and grounds, it is possible to leave water turned on until Armistice Day, which is a great convenience to football players and others using the athletic fields.

Turning off the water by simply closing the supply valve is not enough, he finds. "In order to prevent freezing, all water must be drained from the pipe. This is done by opening the bleeder drain. Outside faucets should be opened and the bleeder drain left open all winter. This will prevent the accumulation of condensation inside the pipes. Special consideration must be given to any long piece of pipe that is to be drained or where lines may be trapped. In such cases air pressure should be used to blow out water.

"When water pipes are run up through outside partitions, the best protection is to cover them with hairfelt or some similar material. During severe cold spells these pipes should be given attention. During the day they should be safe because of the fact that water is being used, but at night and over week ends trouble may come, particu-

larly on the north side of the building. During periods of severe cold the pipes in the outside partitions could be drained.

"When draining hot water pipes, it is necessary to close two valves and drain both pipes if a circulating system is used. Leaving faucets dripping may keep the water moving enough to prevent freezing but trouble may be caused by the sink trap or waste pipe freezing if exposed.

"Steam radiators can freeze and break. During very cold spells there is danger of this if steam is raised for only a brief time as on week ends or holidays. The reason for this is that only a small amount of steam or vapor enters the radiator. This condenses at once, leaving enough moisture to freeze the trap. When steam is again raised, the radiator will hold condensed water because the trap has been blocked and the radiator can freeze. When raising steam on week ends, hold the pressure long enough to heat the radiators all the way through.

"To thaw out radiator traps, use rags and warm water. An electric hair drier does a good job, too. When water pipes are known to be frozen, close the supply valve or you may have a flood when the pipe thaws out because of split pipe or fitting.



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"If frozen pipes are in a partition, thawing them out can be accomplished by using a steamer consisting of a 5 gallon can with a spout on it. Fill the can three fourths full of water and place it on the stove or furnace. Attach one end of a hose to the spout and place the other end inside the partition. If the partition is large enough and fireproof, an electric heater may be lowered, which will produce the same result.

"When you have reason to believe the pipe has thawed, see that faucets are closed and open the supply valve far enough to hear water going through.

If the water does not stop running within a few seconds, close the valve and look for a split pipe or fitting. This will save a flood and other damage.

"Frozen sink traps, drain lines and leaders can be thawed out by using common salt. The best and cheapest way to thaw out an underground service pipe is to call the local light and power company. Its service men will disconnect the water meter, attach one wire to the pipe where the meter was and the other wire to a fire hydrant in the street and by use of transformers will send enough heat through to thaw out the pipe in a few minutes."

Overfire Air

The National Fuel Efficiency Program in cooperation with the Bureau of Mines of the U. S. Department of the Interior has issued a statement with regard to efficiency in using fuel. It reads as follows:

"The need of supplying enough air for complete combustion of any fuel is so elementary that it requires no argument but just how that air shall be introduced and mixed with the fuel is still one of the liveliest and most important problems of combustion engineering. It has within it the possibilities of preventing smoke, of increasing boiler efficiency, of lightening the labor of the fireman, of cutting costs for the management and of saving fuel for the nation.

"The Bureau of Mines has determined that only about 7 pounds of air per pound of carbon can be passed through a uniform bed of incandescent coke. Yet it requires 11½ pounds to effect complete combustion. The rest has to enter the furnace through holes in the fire, at the back end of a chain grate stoker, through open doors in a hand-fired furnace or in other improper ways. Or it may be scientifically introduced over the fire through nozzles suitably placed to provide proper distribution. This overfire air is made to enter the furnace at considerable velocity so that the required weight may be supplied and greater turbulence and mixing with the furnace gases will result.

"This air may be moved by the well-known motor driven fan or by steam jets. R. B. Engdahl, Battelle Memorial Institute, Columbus, Ohio, has written a comprehensive report on the design of steam jets for overfire air introduction. Every engineer should read it. There are also engineering organizations which make a business of designing and supplying this apparatus. Fan manufacturers also are conversant with this problem. Consult one of these before making your plans.

"Many times there is plenty of air in the furnace but it is all bunched in one spot. This is called stratification of gases and all that is needed is to mix them all up and smokelessness will result. 'Turbulence' is the answer. The overfire air jet will give this. Install at least two jets and use them as necessary. You will be pleased with the result.

"However, unless due care is taken in the design, installation and use of overfire air jets, too much excess air may be introduced; if the air jets are improperly directed, firebrick erosion may result. For important installations, obtain expert advice to avoid experimentation and undue cost."

YOU need no special cleansers for linoleum, asphalt tile, terrazzo, or rubber tile when you rely on Floor-San. For Floor-San cleans these 4 floors with perfect safety.

What's more, with perfect safety you also get a thorough cleansing job because the powerful ingredients in Floor-San quickly pierce the dirt film and float dirt to the surface.

By using Floor-San for all floors you save time for yourself and your janitor. You need buy only one product—Floor-San—and your buying is done. The janitor also saves time because he need not prepare any special cleansers.

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These stanzas were written under fire, "Somewhere in Italy," by Major Earl J. Rice, Field Artillery, United States Army, on leave from the Engineering Department of the Johnson Service Company.

REFLECTIONS FROM THE FRONT

Do production problems bother you
And schedules get you sore?
Your muscles ache; you think you're thru,
And the boss asks you for more!

And, at the end of daily grind,
Are there some provocations?
A crowded bus or car, you find,
To reach your destinations?

Now dwell a while with me, old friend,
To banish all your woe.
By censor's grace, to you I'll send
A word from G.I. Joe.

I've seen our boys up in the line,
In several foreign lands,
With weapons that were super fine—
Produced by skillful hands.

And every time we send a shell
To knock off "Jerry's" dome,
We thank the Lord—and very well—
For production lines back home.

For "Jerry" has some things to pour—
Bullets, shells, and flak.
But thru your efforts, we have more
That we can hand him back!

Munitions plus . . .

MEN at the Front need more than munitions to win decisively. And it is up to every one of us to meet these needs, every hour of every day. In this way, Victory will be ours . . . sooner.

Whether employed in a war plant or not, each of us—at work or at play—is an important part of a production line; each building morale wherever he is.

An encouraging word, a pat on the back, no complaints about wartime inconveniences, a letter to a soldier, the purchase of more war bonds . . . these are the important things that give our fighters greater stamina for the knock-out blow.

• • •

Johnson Service Company, in addition to its normal activity of manufacturing and installing temperature control equipment, much of which goes into war plants, is proud to be making a variety of special items necessary to the war effort.



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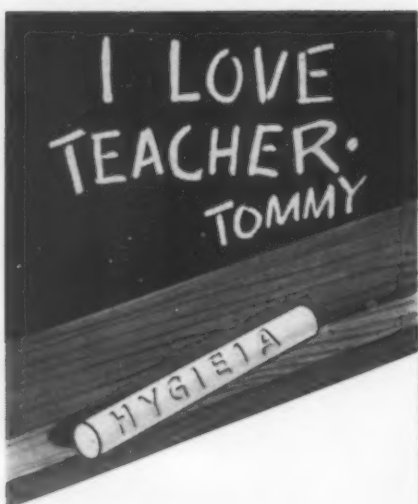


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"I don't have to squint any more—not since Teacher started using HYGIEIA. I can see what she writes on the blackboard—'way from the back of the room!"

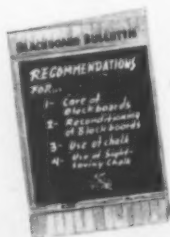
"And I like to erase the blackboards now 'cause the chalk marks all come off and there isn't any dust to make me cough and sneeze.

"Hygieia's fun to write with, too—it's so smooth and easy!" Tommy.

Tommy knows the superior results produced by Hygieia, but he doesn't know that it has taken over a century of research to develop this superior chalk.



This stark white, dustless chalk is continuously under the researcher's gaze. Recent extra refinements made Hygieia the chalk that teachers and students love to use above all others and superintendents prefer to buy.



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Dept. NS-2

Tells how to keep blackboards in perfect condition.

THE AMERICAN CRAYON COMPANY

CHALK DUST

NOVEMBER ODE

*Thanksgiving brings its calm and peace
Its skies of steely blue;
Yet still my troubles never cease,
My woes are far from through,
For, practicing its own lend-lease
In 1492,
My board of education
Issued bonds which now are due.
Sadly I mourn,
The school's outworn,
And wonder what to do.
So hail, thrice hail, November, with
its chilly atmosphere,
With the hint of coming winter and
those bonds of yesteryear!*

Story of the Month

SOME school administrators feel that it is excellent practice to take members of their boards of education to educational meetings. Research shows that this is done for two reasons: (1) the board members may possibly get some good ideas, if there are any, and (2) if the members are left home they may get into serious mischief.

The story goes that in one of our larger cities the superintendent inveigled a board member to a meeting on child delinquency, for above reasons, particularly number two. When expense accounts were presented, the board, as usual, discovered that the per capita cost of sending itself to meetings was considerably higher than the per capita of the superintendent.

Arose cries from an economy member. "In the first place," said he, "why should the honorable board member go to an educational meeting, anyway?"

The member being audited was deeply offended. "Is it possible," quoth he, "that the honorable member (of the economy block) who has known me for twenty years can calmly sit here and tell me that he is unaware that the superintendent and I have contributed more toward juvenile delinquency than all the rest of the board put together?"

THANKSGIVING THEME

Is this hectic teaching business oftentimes a bugaboo, is blue Monday through good Friday a trying time for you? Do you find no inspiration in your work with girls and boys and is the daily give-and-take a lot of empty noise? At night do you want quiet and a soul to call your own, when all you get is trouble from the nearest tele-

phone? And do you sometimes ponder, as you wend your weary way, that maybe you should find a better job with bigger pay?

Well, other jobs bring big rewards in solid cash—that's true; some jobs are more exciting and the hours are easy, too. Most work means year-round income and a lot of fun withal, and yet the job of teaching school is greater than them all.

Does it sometimes seem that teaching John is pretty hopeless stuff, that the royal road to knowledge is plenty rough and tough? Do you wonder if his forebears were a trifle second-rate or if, perhaps, his pa and ma are somewhat underweight? Or take Janie (you can have her!), Janie of the "listening choir," it doesn't seem too likely that she'll set the world on fire; you suspect, too, that her ancestors had little on the ball and their latest contribution to the human race is small.

Yet, hark ye! all the hope and faith which makes the world roll on, rests on the slender shoulders of Jane and Joe and John. And the worries that beset them, which you alone erase, are the selfsame difficulties of the whole great human race.

And the way those kids come through for you is wonderful to see, as you watch them grow in stature and in real ability. Though John is often careless (are you, perhaps, to blame?), deep in his heart there glows and grows an all-consuming flame; though Jane is sometimes giggly and hard to understand, with face alight she tiptoes toward a future wonderland. Your cynicism falls away as you observe wide-eyed, the future of America that will not be denied. You feel a singing splendor far beyond your usual ken, and the sunrise of a thousand hills lights up the world of men.

You can have your bigger salary and your opportunity, you can have your greater honors and your fine security, but you won't get more of promise, of happiness, of joys, than the glorious work of leading-out the minds of girls and boys. No task holds quite the challenge, no other job, the worth—for the job of teaching children is the grandest job on earth.

Frederick J. [Signature]

THE NATION'S SCHOOLS



J. W. Sexton High School, Lansing, Michigan
Warren S. Holmes Co., Architects

Let the Library be



A STANDING INVITATION

Building committee members and school architects whose plans are shaped with a sympathetic understanding of growing minds are giving special attention to the library. This is properly the heart of the school—in its pleasant atmosphere and congenial reading and study facilities, a standing invitation to progress.

The fine library in the J. W. Sexton High School, Lansing, Michigan, is one of the many in which Library Bureau furniture and technical library equipment contribute to this

goal. The men responsible for this splendid new building naturally turned to "L B" for the proven results of long and specialized experience.

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Our skill in aiding with all details of *planning* and *equipment*, whether you contemplate expansion, re-

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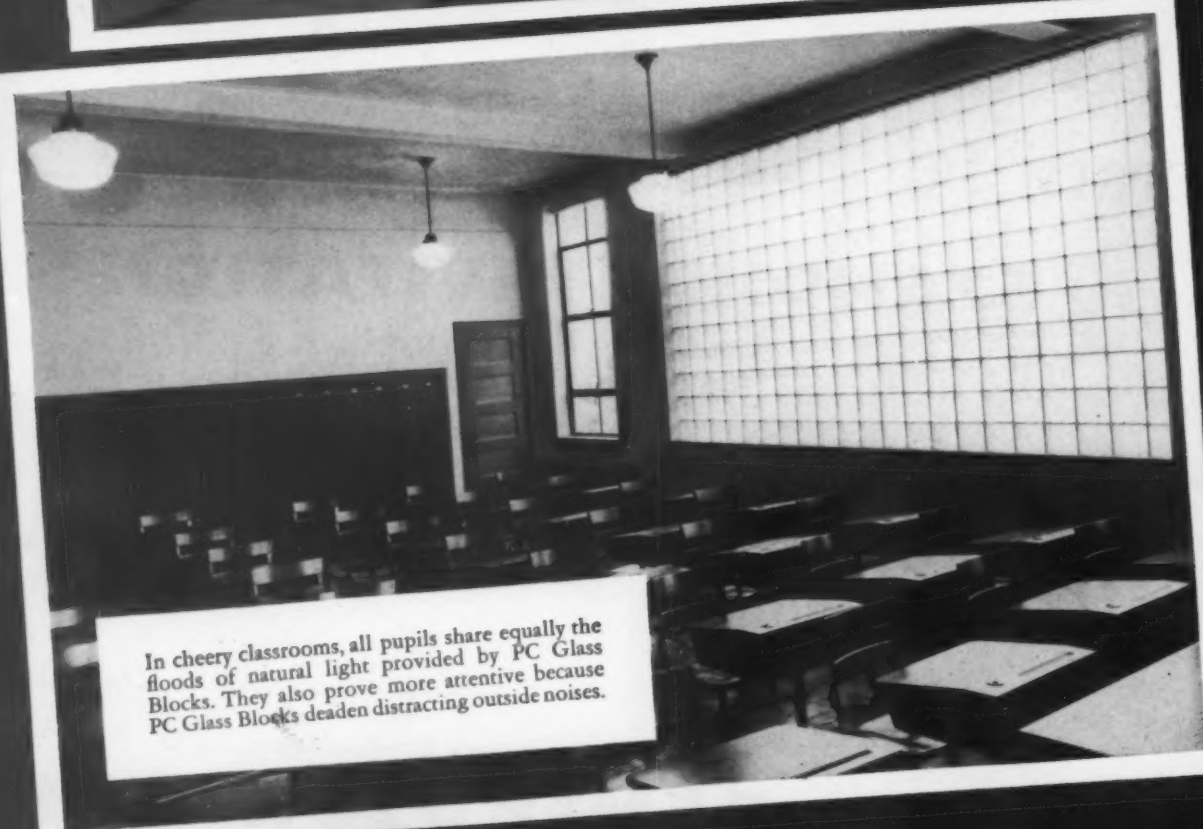
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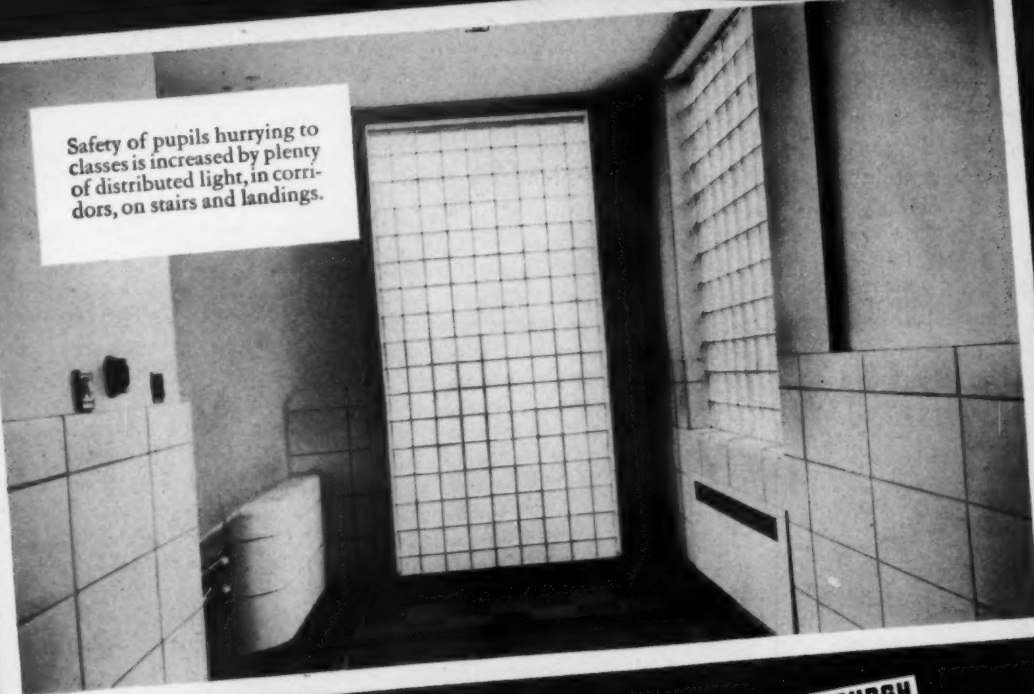
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Safety of pupils hurrying to classes is increased by plenty of distributed light, in corridors, on stairs and landings.



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We have collected technical information—detailed figures on thermal insulation, solar heat gain, surface condensation, light transmission and construction data—which we shall be glad to send to you, without obligation. Mail the coupon.



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Perspective



Generations of children have "gone to school" in Eberhard Faber's 95 years.

There have been "war shortages" before . . . now, as then, Eberhard Faber holds to unwavering standards of quality in the products we are able to make.

So too, when *this* war has become an "assignment" in school histories, the responsible buyers of school supplies will still safeguard quality by specifying EBERHARD FABER.



NEWS IN REVIEW

A.A.S.A. Regional Conferences

The American Association of School Administrators will again hold regional conferences in five key cities instead of one national convention as in prewar years. The cities and dates are scheduled as follows: San Francisco, January 9 to 11; Birmingham, February 12 to 14; Chicago, February 19 to 21; Denver, February 27 to March 1; New York, March 5 to 7.

In the past, other groups have been invited to attend these conferences but such invitations cannot be extended this year because of limited housing facilities and meeting places. Only those who hold 1945 membership cards of the A.A.S.A. will be eligible to attend.

Michigan Superintendents Meet

Two hundred fifty Michigan superintendents met at Traverse City in September for their annual informal get-together to discuss educational problems. Subjects considered were: certification of superintendents, adult education, the postwar elementary and secondary school curriculum, probable school plant needs, F.M. radio, visiting teachers, teacher ethics and contracts, increased state aid, increased teachers' salaries, teachers' retirement plans, the Michigan tax system and public school district reorganization as projected by the Michigan Public Education Study Commission.

Supt. Warren Bow, Detroit, was elected president for 1945 and Supt. Floyd Hazel of Lakeview District, Battle Creek, vice president. Supt. Glenn Loomis, Traverse City, current president of the Conference of City Superintendents, was elected to the board of directors. Supts. W. M. Whitman, Marquette, and Howard D. Crull, Port Huron, were continued as directors.

Exceptional Child Institute

The eleventh annual institute on the exceptional child under the auspices of the child research clinic of the Woods Schools of Langhorne, Pa., was held in Cleveland October 24. Its theme was "A Review of Psychiatric Progress as Related to the Exceptional Child." Among the speakers were members of the medical school and of the school of applied sciences of Western Reserve University, of the Cleveland Guidance Center, Inc., and of the Cleveland Clinic.

Dr. C. W. Wyckoff, speaking on the pediatricist's responsibility to the exceptional child, stressed the need for education of the proper people to deal with subnormal mental conditions in young children and the training of parents in the making of a proper home as steps

in prevention. The filling of this need, he said, instead of more institutions, is the answer to the serious menace of increasing numbers of mental misfits and crack-ups in society today.

Findings of the child research clinic are published in the Child Research Clinic Series publications.

1945 Reading Clinic Meetings

The Reading Clinic staff of the school of education, Pennsylvania State College, is sponsoring two meetings on reading problems during 1945. The annual seminar on reading disabilities will be held from January 29 to February 2 and the annual conference on reading instruction will be held from June 26 to June 29. Those desiring college credit, especially graduate school credit, for the seminar must register in advance with the director of the clinic, Emmett A. Betts.

Examine Materials on Russia

The first conference on education about the Soviet Union was held October 14 in New York City sponsored by the committee on education of the National Council of American-Soviet Friendship, Inc. Some prominent American educators examined the problem of finding appropriate teaching materials about the Soviet Union and discussed their place in the curriculum.

People's Peace Campaign

The N.E.A., through its Educational Policies Commission, and the A.A.S.A. are sponsoring a campaign for a people's peace and are holding a series of regional conferences in 10 key cities of the country, ending November 10. Attendance is by invitation; conferences vary in size from 40 to 75. Each state is represented by from six to 12 members. The purpose of the conferences is to inform lay and professional leaders about the campaign, encourage its support, organize its mediums of expression and establish channels of communication between the commission and the public.

FINANCE

Single Salary Schedule Adopted

The school board of the independent school district, Alvin, Tex., has approved a new salary schedule for teachers for 1944-45. It is a single salary schedule with a minimum of \$1500 and a yearly increase of \$75 up to a maximum of \$2250. The sum of \$100 is allowed for

HELP YOUR STUDENTS TO JOBS WITH A PEACETIME FUTURE!



War's tremendous demands on the productive capacity of America placed a new emphasis on business machines and business machine operators, for management had to have fast figuring . . . accurate figuring . . . *more* figuring.

The new pace and scope of figuring will be carried into the competitive production that follows the war. An increased amount of detailed figure work will be needed in maintaining all kinds of accounting records—for the great number of governmental reports that will continue to be required, as well as for a better informed business management.

Business machine operators will be in greater demand than ever before.

Burroughs is prepared to help both public and private schools interested in providing students with better opportunities to develop various degrees of machine operating skill. The Burroughs Educational Division offers you, free of charge, tested suggestions for enlarging operator training programs, and up-to-the-minute information on newest operating techniques, practice programs, texts and materials. Just call your local Burroughs office or write Burroughs Adding Machine Company, Detroit 32, Michigan.

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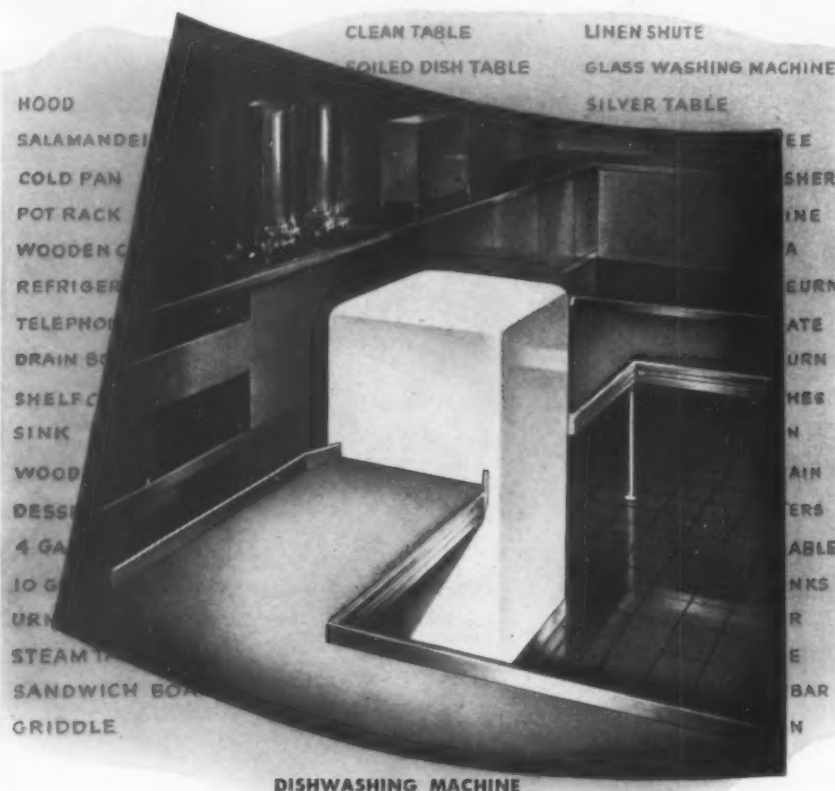
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NOW'S THE TIME FOR

Kitchen Plans

With thousands of kitchens due for modernization, you'll gain a head start by having postwar kitchen plans all set when equipment and materials become available.

Our kitchen planning experts are ready to help you right now in laying out an efficient dishwashing department using up-to-the-minute equipment.



Build your kitchen layout around a fast service Colt Autosan machine in a size to handle your peak loads. Colt Autosans are designed to take a minimum of floor space. Their unmatched "cloud-burst action" turns out sparkling clean dishes at a speed that puts dishes back in service in a matter of minutes. All scrap trays and spray parts are easily removable without tools, making cleaning of machine a simple task. There are compact models to handle 100 to 2000 servings per meal, and the famous Colt engineering means long, trouble-free life.

Now's the time to get ready - with the aid of our planning service. Tell us when you would like one of our experienced representatives to call.

*Colt Autosan War Models now available
subject to W. P. B. approval*

COLT AUTOSAN

DISH, GLASS AND SILVER WASHING MACHINES

Colt's Patent Fire Arms Manufacturing Co., Autosan Division, Hartford, Conn.

master's degrees. Principals have a minimum of \$2200 with an annual increase of \$100 up to \$3200.

Teachers' Salaries in New York

The annual survey of salaries made by the New York State Teachers Association shows a median salary of \$1942 for teachers outside of New York City. This is a \$72 increase over salaries for 1942-43. Only 32 teachers received less than \$1000 in 1943-44. A total of 8563 teachers received less than \$1500 yearly in the same period.

The median salaries of most teachers in the state have increased less than 10 per cent since the outbreak of the war in Europe in 1939 although living costs have risen 26.8 per cent in large cities from May 1939 to May 1944.

In 1939 the average annual salary-wage of workers covered by state unemployment compensation laws in the state was \$1588; in 1943 it was \$2248.

Teachers Underpaid, Public Thinks

A nationwide survey among adults made by the National Opinion Research Center, University of Denver, discloses that out of every hundred Americans 58 think teachers are underpaid and only two think teachers are paid too much. Thirty-one out of every hundred feel teachers are paid "about right" and nine are undecided.

Only in large metropolitan districts and in the New England and Middle Atlantic states, where salaries average higher than in the nation as a whole, do less than a majority of the public regard teachers as underpaid. In Southern communities of 10,000 or more 72 per cent say teachers are paid too little; in smaller towns only 62 per cent consider them underpaid. In the North and West only 45 per cent in cities of 1,000,000 or more believe teachers are paid too little but the figure rises to 60 per cent in smaller cities.

Persons with some college education and those in professional positions are most likely to consider teachers underpaid.

ADMINISTRATION

New Educators' Group in South

An organization known as the Southern Council of Chief State School Officers was formed during a recent three day conference in Chattanooga, Tenn., sponsored by the General Education Board. Its membership includes the chief state school officers of the 16 Southern States. Clyde A. Erwin of North Carolina was elected chairman. Its purpose is to find a solution to the problems common to the group, with particular attention being paid to Negro education.

THE WYANDOTTE DIRECTORY TO BETTER CLEANING

Wyandotte cleaners point the way to lower maintenance costs by saving time, manpower and effort. Each is a specialist at chasing dirt wherever you find it.

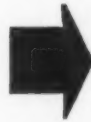
Let's take a look at them:



Wyandotte Detergent — The time-proved cleaner for walls, ceilings, floors, porcelain and enamel — in fact, on any surface where water can be used. Works in a jiffy, and rinses freely.



Wyandotte F 100* — The all-soluble, economical cleaner for washing floors and painted surfaces. A tablespoonful in a gallon of water is all you need.



Wyandotte 97 Paste — The paste cleaner that takes grime, streaks, stains off metal fixtures and porcelain quick as a wink — leaves no film.



Wyandotte Industrial Alkali — The swift-working drain pipe cleaner that cuts dirt and sediment.

And to banish odors there's Wyandotte Steri-Chlor,* the easy-to-use, safe and sure deodorant and germicide.

For help on cleaning problems, call the Wyandotte Representative. He's a specialist at putting his products to work.

*Registered trade-mark



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SERVICE REPRESENTATIVES IN 88 CITIES

WYANDOTTE CHEMICALS CORPORATION • J. B. FORD DIVISION • WYANDOTTE, MICHIGAN

"At an early date," Superintendent Erwin states, "the new council hopes to have a conference with the southern governors to discuss joint problems related to education."

Supt. Clyde Jones of Arkansas was elected vice chairman and Supt. E. B. Norton of Alabama, secretary-treasurer.

Janitor Work for Pupils

An attorney general in Minnesota, in an opinion formulated at the request of Dean M. Schweickhard, state commissioner of education, has ruled that rural teachers in that state cannot require pupils to sweep floors, carry water or

coal or build fires. Furthermore, a teacher has no right to send a pupil on an errand of private business without the pupil's consent.

POSTWAR EDUCATION

Harvard Prepares to Aid Veterans

Harvard University is opening a war veterans' office to handle special problems of men returning to the university and its 11 graduate schools and to coordinate all university developments pertaining to veterans. Prof. Payson S. Wild will direct the establishment of the office,

will serve as chairman of the university committee on veterans and will be the chief officer in charge of assisting former servicemen. Not more than 20 veterans are now studying at the university.

To Interest G.I. Joes in Teaching

Believing that the teaching staffs of the nation's schools are too overbalanced on the feminine side, the Tri-County School Boards, which is the division of the Illinois Association of School Boards representing some 500 such groups in the Chicago suburban area, have established a commission to study the situation and initiate remedial action.

The commission will explore the following general plan:

1. Seek cooperation with federal officials who will operate the educational phases of the G.I. Bill of Rights so as to find leads among former servicemen who might wish to enter teaching.
2. Arrange estimates of salaries which can be offered these men through a combination of the sums paid under federal law to single and married men while in training and similar sums which might be paid by school boards while men were serving as part-time apprentices.
3. Survey suburban areas to locate school positions where apprentices would be welcome.

MISCELLANEOUS

New Educational Film Group

A group of educational and training film producers in the New York City area has formed a new organization in the field of audio-visual education known as Educational Film Producers Association, Inc.

Its purposes are "to advance the study, understanding and appreciation of educational, instructional and informative motion pictures; to foster, encourage and promote the production and distribution of such motion pictures, and to provide a clearing house for information pertaining to educational films."

Officers are Fletcher Smith, Fletcher Smith Studios, president; Charles de Laska, Films for Learning, vice president; John Flory, Grant, Flory and Williams, secretary; Elda Hartley, Hartley Productions, treasurer.

Free Material on Russia

The American Russian Institute for Cultural Relations with the Soviet Union has available for distribution to schools a series of monographs, brochures, visual strips and pin ups on the history, evolution and current conditions within the Soviet Union. Material may be obtained on written request to the institute at 56 West Forty-Fifth Street, New York 19.



Midland Liquid HAND SOAP

Gentle as a flower—yet a truly remarkable cleaner. This description of MIDLAND Liquid HAND SOAP would seem to leave little to be said.

Volumes could be written, however, on the extreme care given the selection of the necessary vegetable oils—their exact formulation—the slow-cooking process—the unhurried ageing—the clarification by filtration—and the skillful perfuming that is necessary to make MIDLAND Liquid HAND SOAP. . . .

"As fine as a soap can be!"

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FIRST STEP IN
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PLANNING

CALL IN YOUR
ARCHITECT OR
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Modernize with

NESBITT

Syncretized Air

WE believe that in the early days of reconstruction, school boards will find it easier—because of expected shortages—to undertake and complete the modernizing of old schools before the construction of new ones. For new schools OR old, the Nesbitt Syncretizer Unit Ventilator is ready NOW.

HERE'S HOW THEY MODERNIZED IN RIPLEY, OHIO

For twenty-two years the Ripley Board of Education tolerated an expensive, unsatisfactory warm-air heating system in its grade school. Repair costs finally caused its abandonment. A steam system and fifteen Nesbitt Syncretizers were installed. This combination effected a saving of 44.4% on coal besides reducing electric current consumption. In five years of service not one penny was spent on unit repairs.

Without a doubt you could stand such savings. Of course, the health angle will also interest you. Cold drafts and overheating are eliminated by the Syncretizer Air-stream and Room Temperature Controls. Further details are yours without obligation.



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With a Friden Fully Automatic Calculator, the machine... not the operator, does the work. For example when dividing, FRIDEN COMPLETELY AUTOMATIC CARRIAGE TABULATION with dividend entry...at the touch of ONE KEY... automatically clears the dials...tabulates the carriage to the selected dividing position...enters the dividend from the keyboard to the dials...prevents the entry of the ONE in the quotient dials and clears the keyboard for the entry of the divisor. FRIDEN FULLY AUTOMATIC DUAL DIVISION then permits the operator at the touch of a key to automatically obtain positive or negative quotients...and at the completion of the division, the keyboard automatically clears, preparing the machine for any subsequent calculations.

Telephone or write your local Friden Representative for complete information and the availability of these Calculators, when applications for delivery have been approved by W.P.B.

Friden Mechanical and Instructional Service is available in approximately 250 Company Controlled Sales Agencies throughout the U. S. and Canada.

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"Digest" Tempest

Never has a meeting of the National Council of Teachers of English been anticipated with such eagerness by laymen and schoolmen alike as the 1944 convention that will be held in Columbus, Ohio, beginning November 23.

At that time the National Council will release an analysis of the *Reader's Digest* as to its suitability for supplementary reading in the public schools.

News stories in the *Chicago Sun* and *PM* within the month say that an investigating committee of the N.C.T.E. will report that the *Reader's Digest* is "a magazine originating most of its own material according to a well-defined political bias," and for this reason is not actually a digest. The bias is reactionary, it is charged.

Angela M. Broening, president of N.C.T.E., in a statement to *Edpress News Letter*, denies the newspaper allegations and the further charge by Gilbert Seldes that the *Digest* is attempting to suppress the report entirely, despite the fact that the executive committee of the teachers' council "has already emasculated it by suppressing the important questions."

Enrollment Gains at U. of C.

Reversing for the first time the downward spiral of the last four years, enrollment at the University of Chicago climbed 12.7 per cent this fall. The gain resulted from the influx of 800 new students in the college of the university, which admits students after their sophomore year in high school and abolishes high school credits as a basis for placement. Also, more students than had been anticipated returned to the upper years of the college, which now has a total enrollment of 1842, a 45.2 per cent increase over last year's total. This makes it the fastest growing college in the country, although it is in its third year of existence only.

Among new students in the university are 82 war veterans, many of whom are studying under G.I. Bill of Rights funds.

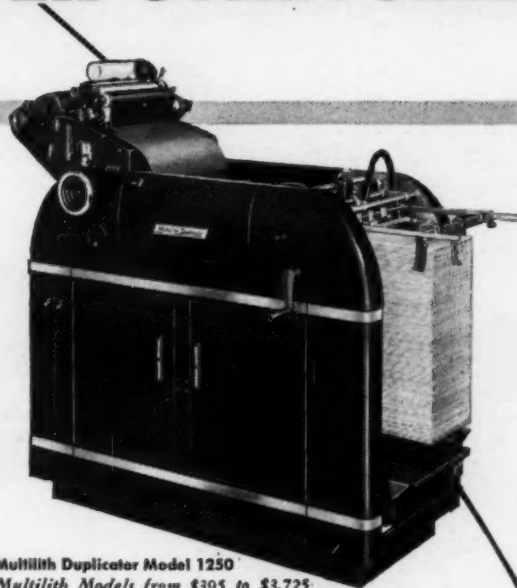
Pamphlets on S. A. Republics

The Office of the Coordinator of Inter-American Affairs announces that a series of pamphlets is now available on 14 of the American republics as follows: Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Ecuador, Guatemala, Haiti, Mexico, Paraguay, Peru, Uruguay and Venezuela. The pamphlets are illustrated with maps, charts and pictographs and give a rapid survey of the history, population, resources and economic and social organization of these nations. They can be obtained from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., for 10 cents each.



...ever see a
PAPER STRETCHER?

The paper shortage threatens to become worse. Our government *for the good of all* is calling upon everyone to reduce the use of paper. It's true that paper work of business is heavier than ever but there is a practical way for business to conserve paper by making each piece of paper stretch farther . . . and at the same time do it profitably by simplifying office operations, to save time, lighten labor, and conserve manpower.



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Multilith Systemat Duplicating is an Answer to the Problem of Conserving Paper

THE Systemat is a new development that opens up scores of ways of fitting Multilith duplicating methods into paper work of all departments of business and industry, to bring about astonishing results in time-saving, in elimination of waste of materials and motion, and in accelerating operations. A Systemat is a master sheet that comes to you with constant information or format preprinted upon it in

reproducing ink. Then variable data—words, characters, charts, and figures are written or typed in. The Systemat master goes onto the Multilith machine to produce required facsimiles, each one an original, in legible, permanent black-on-white.

Wherever repetitive operations are part of your methods, there is undoubtedly a place for Systemats to effect savings.

Let a Multigraph representative demonstrate how Systemats work and show you how they are revolutionizing paper work routines for purchasing, accounting, job orders, shipping, etc., etc. Write the Research and Methods Dept. of Addressograph-Multigraph Corporation—Cleveland 17. Sales agencies with service and supply departments in principal cities of the world.

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WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

Charter for Rural Education

The White House Conference on Rural Education called by the N.E.A. October 3 to 5 adopted an eight point Charter for Rural Education. Future education must:

1. Ensure all ages of rural Americans their fair share of education.
2. Produce vigorous, wholesome, balanced and steadily growing personalities.

3. Strive for a community that sustains and flourishes democratic life.

4. Demand dynamic and highly skilled professional leaders who can deal effectively with problems of rural communities.

5. Provide adequate rural school buildings and grounds.

6. Create satisfactory administrative and attendance units.



Clean, efficient washrooms should be important to every school. Softer, stronger, quick-drying Mosinee Towels are providing thousands of American school children with the finest washroom service obtainable at a reasonable cost. A good many more schools throughout the country are anxious to use this excellent service when it is again available in unrestricted quantities.



A Member of the
National School
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SULPHATE TOWELS
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7. Provide an equitable plan of financing rural education.

8. Unite all forces of the community in a coordinated effort.

Peace-Time Production Plans

Manufacturers of various types of equipment needed by schools and colleges are preparing for the resumption of peace-time production through recommendations made by their industry advisory committees to the War Production Board. Among them are the following:

Removal of size restrictions on cooking, household and hospital enameled ware utensils was recommended September 27. Revocation of the order governing such utensils, L-30-b, on X-Day was approved by the committee.

Revocation of Order U-8 (the order that limits the manufacture of telephones) as soon as practicable and elimination of certain other restrictions were urged September 28.

Elimination of the restriction on distribution of stainless steel flatware, L-140-b, and addition of six pieces to the permitted types of flatware were recommended September 27. To meet school and other institutional needs, the committee requested that production of 5 inch and 8 inch oval bowl soda spoons, oyster forks, dinner forks, tablespoons and salad forks be permitted in addition to the currently permitted knives, forks, dessert spoons and teaspoons.

Reconversion Pattern

With W.P.B.'s reconversion blueprint ready for approval, the dropping of industrial controls is already foreshadowed in the easing or removing of restrictions from numerous orders. In few instances does this elimination of restrictions mean greater production in the immediate future.

However, the recent easing or elimination of restrictions in a number of orders indicates the pattern for reconversion. Among orders thus eased are the following:

The waterfowl feathers order, M-102, was amended September 27 to remove used waterfowl feathers from the restrictions of the order. The term "waterfowl feathers" as redefined means "new goose and duck feathers and down."

Metal storm windows, through amendment of L-77, may be made of aluminum or magnesium or from other metals provided the materials are obtained from idle or excess inventories. Restrictions on the manufacture of metal windows remain unchanged. They may be made only to fill military orders or those with preference ratings of AA-5 or better.

Order L-30-c, controlling the production of cast-iron kitchen utensils, was revoked September 29. Manufacturers

Announcing
THE RESULTS OF THE
GALLUP NATIONWIDE SURVEY
OF
TEACHERS, P. T. A. OFFICERS, AND PARENTS

7 Out of 10 Prefer The Reader's Digest

*to any other general magazine used in classes in English
in high schools throughout the country*

**105% GREATER IMPROVEMENT
IN READING
92% GREATER INCREASE
IN VOCABULARY**

In a scientifically-supervised program 10,636 students were tested.

One half of these students used *The Reader's Digest*. The other half did not. Those who *did* use it improved 105% in General Reading Ability and 92% in Vocabulary—*over and above* the improvement of those who followed ordinary study methods.

The testing program was conducted by Dr. Herbert A. Landry, member of the Bureau of Reference, Research and Statistics of the Board of Education, New York City.



THE nationwide survey conducted by Dr. Gallup and his organization among thousands of teachers, P.T.A. officers, and parents has just been completed.

Seven out of every ten (an average of 70.3% of persons in the three groups) selected *The Reader's Digest* as their preference, from a group of general magazines most widely used in high school classes in English. The next magazine selected was chosen by 10% of those interviewed—a seven-to-one preference for *The Reader's Digest*.

Also "Best for American Citizenship"

Another question asked in this impartial Gallup Survey was: "Which one of these magazines do you think serves best in helping high school boys and girls to become better American citizens?"

TEN magazines were listed. All are regularly distributed to high school students. *The Reader's Digest* again easily won first preference—by a percentage so large that it exceeded the *total* vote for all three of the magazines which were next highest in the voting! In fact, the

preference for *The Reader's Digest* was about 2½ times that shown for Magazine "B", almost 5 times that for Magazine "C" and for Magazine "D".

850,000 Copies—In 70,000 Classrooms

To those in charge of 70,000 classrooms throughout the country it is not necessary to announce this unbiased substantiation of their own good judgment. For them *The Reader's Digest*, and the supplementary educational material that goes with it, including the special 16-page insert of reading and vocabulary exercises, provide a highly important and useful service which they can obtain from no other magazine.

The Reader's Digest looks forward to the time when it will be possible for an even greater number of teachers and students to know and to use it—in their classes in English, the Social Sciences, and in helping to build better American citizens for the important years ahead. But these plans must rest until paper is again available to permit acceptance of new orders.

EDUCATIONAL DEPARTMENT
The Reader's Digest

353 Fourth Avenue, New York 10, N. Y.

may now make any desired type of cast-iron ware.

Orders covering the manufacture of fountain pens, mechanical pencils and pen nib production were revoked September 26.

Flashlight cases and other portable electric lights, through amendment of L-71 September 27, may be sold to fill unrated as well as rated orders within the production and shipment quotas assigned to manufacturers. W.P.B. expects production to be high enough to assure the distribution of flashlight cases to essential civilian users, particularly in rural areas.

Coal and wood heating and cooking stoves are ration free beginning October 15, according to O.P.A.

L-28, governing the production of incandescent, fluorescent and other electric discharge lamps, was revoked October 2. Increased production is not likely to follow inasmuch as the metals going into such lamps will be allocated in approximately the same quantities as before.

Distribution controls were removed September 30 from commercial cooking and food and plate-warming equipment. Moreover, certain items of food service equipment will again be produced;

among these: dish warmers, egg boilers, roll warmers, waffle irons and warming ovens.

Lumber Restrictions Eased

Although restrictions on certain grades and species of lumber used in the manufacture of furniture, ladders and other specified products were relaxed September 8, a number of species are still restricted. Direction 9 to the lumber control order, as amended, removes all prohibitions on the use of white oak and red cypress and removes prohibitions on Douglas fir and hardwood used for dunnage. Removed from the list by the amendment are: boot and shoe findings, dowels and skewers, handles and hand tools, musical instruments, shade and map rollers, boxes and containers other than shipping containers.

Species of pine, white fir and spruce are still restricted for use in the following products: commercial fixtures; furniture; stepladders; lockers and shelving; millwork, building woodwork (window sash and door frames, windows, doors, interior trim, stairs, cabinets, blinds, moldings, porchwork, exterior trim, window and door screens); plumbers' woodwork and fixtures; radio and phonograph cabinets; refrigerators (except the walk-in type) and refrigerating equipment, and numerous other items.

Help for Ration Point Debtors

Schools may obtain point loans to avoid hardship in payment of point debts through a procedure established by O.P.A. October 5.

When certain rationed foods, such as lard and a number of meat cuts, became point free with a consequent reduction in allotments of points to institutional users, some schools suffered hardship in that they were left with less ration currency per allotment period to pay off point obligations. At the time when a rationed food item became point free, a school may have been in point debt to his supplier or to O.P.A.

To ease such hardship cases, loans will be granted to put the institutional user in as good a position with respect to point debts as he was before items became point free. Application should be made to the user's local board. At present only red point loans are granted.

Emergency Certificates Soar

Emergency certificates issued in vastly increasing numbers to teachers for the duration of the war pose a grave postwar problem for state and local boards of education, according to Benjamin Frazier of the U. S. Office of Education.

An emergency certificate is issued only when a teacher cannot meet the lowest requirement for the lowest regular certificate issued.

The implications may be clearly seen



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MUD, SAND or on ICE

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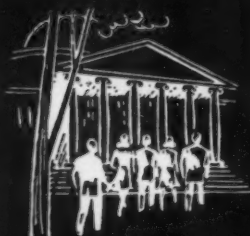
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Each year the Science Talent Search uncovers brilliant accomplishments of thousands of high school boys and girls in the field of science.

"Scientists for Tomorrow" tells the story of a typical Science Talent Search—how it is conducted—how a student may enter—how winners are selected. It portrays the five-day, all-expense-paid trip to Washington where the 40 top winners attend

the famous Science Talent Institute. Actual scenes show the winners visiting national shrines and meeting celebrities in the fields of science and government—and finally, the awarding of \$11,000 in scholarships.

Your students will want to see this inspiring film. It is loaned free, runs 20 minutes, is available in 16 mm and 35 mm.

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<input type="checkbox"/> "What Is Electricity?"
<input type="checkbox"/> "The Ramparts We Build"
<input type="checkbox"/> "On The Air"
<input type="checkbox"/> 16mm <input type="checkbox"/> 35mm

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NAME (PLEASE TYPE OR PRINT)..... POSITION.....
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CITY..... ZONE..... STATE.....

(These are SOUND films; cannot be run in silent projectors)

TUNE IN

John Charles Thomas,
Sunday 2:30, EWT, NBC.
Ted Malone, Mon., Wed., Fri.,
10:15 pm, EWT, Blue Network

in the following figures: in 1941-42, only 4655 emergency certificates were granted; in 1942-43, the figure jumped to 38,285, and in 1943-44, 69,423 emergency certificates were granted. In the present acute teacher shortage, it is a question of getting someone to fill the position, regardless of whether that person is properly qualified or not.

According to Emery Foster, also of the U. S. Office of Education, the third survey of the effect of the war on schools was sent out October 15 to 8000 school systems in the United States. The inquiry seeks information on the number and shortage of teachers, enrollment, age

distribution of pupils, school gardens, school lunch program, textbook shortage, physical fitness programs, kindergartens, educationally significant programs to meet war emergencies and the number of teachers operating under emergency certificates.

Domestic Silver for Certain Uses

Domestic silver quotas for small independent manufacturers of less essential civilian products were established September 18 by an amendment to M-199. Occupational, educational and recreational therapy activities, as well as art and trade schools and classes utilizing

silver in their activities, may also use domestic silver, according to W.P.B. Sale of products, such as silverware, jewelry and church goods, resulting from this use may not exceed \$300 in value, or 100 troy ounces in fine silver content per student or patient per calendar quarter.

Coming Meetings

REGIONAL MEETINGS

October

Colorado Education Association: 26, 27—Denver, Pueblo, Grand Junction, Durango.
Connecticut State Teachers Association: 27—Bridgeport, Hartford, New Haven.
Michigan Education Association: 26, 27—East Lansing; 26-28—Detroit.
Montana Education Association: 26-28—Billings, Havre, Helena, Kalispell, Wolf Point.
Nebraska State Education Association: 26, 27—Lincoln, Omaha, Norfolk, Kearney; 27—McCook, Holdrege, Chadron, Alliance, Scottsbluff, Sidney.
Tennessee Education Association: 27—Knoxville.

November

Kansas State Teachers Association: 2, 3—Topeka, Salina, Hays, Garden City, Wichita, Pittsburg.

January 1945

American Association of School Administrators: 9-11, San Francisco.

February

American Association of School Administrators: 12-14, Birmingham, Ala.
American Association of School Administrators: 19-21, Chicago.
American Association of School Administrators: 27-March 1, Denver.
American Education Fellowship: 2, 3—New York City; 23, 24—Chicago.

March

American Association of School Administrators: 5-7, New York City.

STATE AND NATIONAL MEETINGS

October 25-27—North Dakota Education Association, Fargo.
October 25-28—New Mexico Educational Association, Albuquerque.
October 26, 27—Indiana State Teachers Association, Indianapolis.
October 26, 27—Maine Teachers Association, Lewiston.
October 26, 27—Minnesota Education Association, St. Paul.
November 1-3—Missouri State Teachers Association, Kansas City.
November 2, 3—Utah Education Association, Salt Lake City.
November 2-4—Iowa State Teachers Association, Des Moines.
November 2-4—Wisconsin Education Association, Milwaukee.
November 5-11—American Education Week.
November 9-11—New Jersey Education Association, New York City.
November 13-14—Arkansas Education Association, Little Rock.
November 16, 17—West Virginia State Education Association, Wheeling.
November 17, 18—Food Service Directors Conference, Cleveland.
November 19-21—New York State Teachers Association, Buffalo.*
November 20-22—South Dakota Education Association, Mitchell.
November 21-23—Virginia Education Association, Richmond.
November 23-25—National Council for the Social Studies, Cleveland.
December 4-8—National Recreation Congress, Atlantic City, N. J.
December 5-9—American Vocational Association Reconversion Vocational Training Conference, Philadelphia.
December 27-29—Illinois Education Association, Springfield.*
December 27-29—Pennsylvania State Education Association, Harrisburg.*

1945

February 16, 17—Oklahoma Education Association, Tulsa.

* Meeting of delegate assembly or other representative body only.

AMAZING FACT No. 2 ABOUT M-D DUSTLESS BRUSH...



Above is a cross sectional view of metal reservoir, showing jets through which fluid is fed. The use of fluid eliminates sweeping compound, reduces germ laden dust, lengthens the time between scrubbing. It also keeps tufts pliable, reduces friction and greatly prolongs the life of the brush.

This "Dustless" brush is self-moistening. It has a metal reservoir which is easily filled with kerosene, or "Arbitrin", a specially prepared sweeping fluid. As the brush sweeps the fluid filters through the center row of tufts, making the best kind of sweeping compound out of dust on the floor. Independent tests by Health Authorities for a large number of schools have proved that this brush removes 97 per cent more dust from air than other sweeping methods.

The "Dustless" brush also makes for faster and easier sweeping and is constructed to outlast ordinary brushes three to one. Tufts are not just stapled but hand drawn into block with rust-resistant wire. They cannot come out or come loose. Pressed steel reinforcing back is clinched all around the block to prevent splitting. Handle is instantly reversible and adjustable to height of sweeper. There is a "Dustless" brush for every kind of floor. For complete information and prices, write direct to factory: Milwaukee Dustless Brush Co., 528 North 22nd Street, Milwaukee 3, Wisconsin.



Milwaukee Dustless
BRUSH COMPANY



Pilot

THE GREAT airline planes of today are made possible by the application of scientific knowledge gained since the time when man first abandoned anthropomorphic and mythological explanations of physical phenomena. The airliner of today does not represent the ultimate in scientific progress, however, because science is a vital, constantly growing and self-perpetuating force. The airliner is the basis for even greater scientific growth in the future.

The needs of air transportation have, in turn, given new impetus to science. Mechanical, civil, chemical and electrical engineering; astronomy, meteorology, metallurgy, navigation, radio and aerodynamics are some which have felt the stimulus of air transportation.

Engineers and scientists are profoundly aware of the technological implications of aviation. There remains, however, an urgent need for us to acquire a better understanding of the effects which air transportation is having upon the individual and upon world society. It is imperative

Professor

that *educators* assume the roles of *pilots*, to guide the minds of young and old to full awareness of the *significance* of air transportation.

Every aspect of civilization is subject to revolutionary change because of the airplane's ability to travel in any direction, at speeds previously impossible in transportation, uninhibited by earthly confines and configurations. Problems of sociology and political science, for example, once of municipal, state or national character, are becoming international. Long-accepted concepts of time and distance are being revised radically, and some are being discarded.

The task of interpreting the vast changes is the challenging duty of teachers and school administrators. To aid them, American Airlines has established Air-Age Education Research. It is a clearing-house for ideas, methods and information. We invite your comment and suggestions. And, to help keep you informed, we offer a free copy of "Air Age Education News," upon request.

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100 EAST 42nd STREET, NEW YORK 17, N. Y.

Will Investigate Chicago Schools

The N.E.A. will launch an investigation of the politics-ridden Chicago public school system, following requests received for action from national civic and educational organizations and Illinois and Chicago groups.

Criticism of President James B. McCahey of the board of education and William H. Johnson, superintendent, reached a high point in September when the board decided to enforce its long dormant no-transfer order in the city's 345 elementary schools, which was strongly objected to by a large number of parents.

Other charges of irregularities in the administration of teacher personnel have been widely publicized. An official of the local P.T.A. resigned because, according to her statement, the state group refused to take formal action against the board in the no-transfer case.

Donald DuShane, executive secretary of the N.E.A.'s commission for the defense of democracy through education, states that the investigation will last for from three to five months and will deal mainly with the treatment of personnel. Representative members of education from outside Illinois will be appointed to make the investigation.

Girl Scouts Aid War Loan Drive

Girl scouts throughout the nation will operate a newspaper clipping service as their special activity in the sixth war loan drive. It will start two weeks before the drive opens. Clippings will be sent to the education section, War Finance Division, Washington, D. C. State, county and local war finance committee chairmen may request this service from local girl scout councils.

More Electric Water Heaters

Fourth quarter production of electric water heaters will be 30,000 instead of 12,500, as originally approved, the Office of Civilian Requirements has announced. Production of these heaters for the armed services and the National Housing Agency is not included in the 30,000.

Sheldon



TO SCHOOL ADMINISTRATORS:

Revised Priority Regulation P-43 indicates that Federal Authorities recognize the necessity of continuing scientific education without interruption.

Since the beginning of the war—unless special permission was granted by the War Production Board—existing restrictions would not permit the manufacturing of Laboratory Furniture. NOW—educational institutions may automatically apply an AA-2 Priority to the purchase of Laboratory Equipment.

While restrictions on new buildings have not been eased—special permission is required—it is now possible to purchase new replacement or additional equipment for existing rooms. We suggest that you take advantage today of the opportunity.

If you need information as to how you may automatically apply an AA-2 Priority to the purchase of Sheldon Laboratory Furniture wire or write. If you need assistance on equipment design or requirement problems let us know and our Field Engineer will call.

Vocational Furniture is also available. Definite dollar limitations, however, are exercised on parts employing controlled materials. Write for full information.

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The Superintendent's Book Shelf

EUROPE'S UPROOTED PEOPLE. The Relocation of Displaced Population. Planning Pamphlet No. 36. Washington, D. C.: National Planning Association, 800 21st Street, N.W. 25c.

INTELLECTUAL COOPERATION: NATIONAL AND INTERNATIONAL. By I. L. Kandel. New York: Bureau of Publications, Teachers College, Columbia University. 1944.

THE NEGRO IN AMERICA. By Maxwell S. Stewart. Public Affairs Pamphlet No. 95. New York City 20: Public Affairs Committee, Inc., 30 Rockefeller Plaza.

ESSENTIAL FACTS ABOUT PRE-INDUCTION TRAINING. War Department. Washington, D. C.: United States Government Printing Office. 1944.

PROBLEMS CONFRONTING BOARDS OF EDUCATION. A Manual for Community Participation in Educational Planning. Sponsored by Council of School Superintendents, N. Y. State Association of District Superintendents and N. Y. State School Boards Association. Albany, N. Y.: The State Education Department.

THE PRINCIPAL IN THE MODERN ELEMENTARY SCHOOL. By Robert Hill Lane. Boston: Houghton Mifflin Company. 1944.

EDUCATION FOR ALL AMERICAN YOUTH. Educational Policies Commission. Washington 6, D. C.: 1201 Sixteenth Street, N.W.

A MANUAL OF COUNTY ADMINISTRATIVE ORGANIZATION IN MICHIGAN. By Claude R. Tharp. Ann Arbor, Mich.: University of Michigan Press. 1944.

WHITE SMOKE OVER THE VATICAN. By Don Sharkey. Milwaukee: The Bruce Publishing Company.

THE TEACHER'S WORD BOOK OF 30,000 WORDS. By Edward L. Thorndike and Irving Lorge. New York: Bureau of Publications, Teachers College, Columbia University. 1944.

SELECTED AND ANNOTATED BIBLIOGRAPHY IN ELEMENTARY EDUCATION. California State Department of Education. 1944.

I KNEW THE VOICE OF EXPERIENCE. By Carroll Atkinson. Boston: Meador Publishing Company. 1944.

Tested in a Worldwide Laboratory

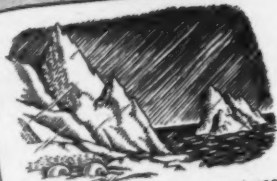
On far-spread fighting fronts Ampro 16 mm. sound projectors have been subjected to the most rigorous tests ever devised. As an integral part of the training and entertainment equipment of the armed services, these machines have had to stand steaming, corroding humidity—congealing, sub-zero temperatures—dust storms and jarring vibrations—plus day after day operation with a minimum of service facilities.

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Book Week Plans

Children's Book Week, an annual event for the last twenty-six years, will be observed from November 12 to 18 in schools, libraries and book stores all over the United States.

This year a number of foreign countries, including England, Brazil, the U.S.S.R., Nicaragua and Mexico, as well as Bombay, India, will join in the celebration. The theme is "United Through Books." The object is to promote children's reading and better books.

Special exhibits of books will be featured during the week; children will put

on dramatizations of popular books, have puppet shows, dances, music, quiz programs, and there will be special radio broadcasts and newspaper stories.

Legislation Affecting Education

The George Reconversion Bill, S.2051, approved October 3 has become law. The law sets up a retraining and re-employment administration within the Office of War Mobilization and Reconversion.

S.637 was reported by Senator Thomas of Utah September 21 and is again on the calendar.

Secondhand Buses Obtainable

A free market in the sale of second-hand school buses and other local passenger transportation equipment was re-instated October 15 as a result of the suspension of a part of General Order ODT 35, which originally froze such equipment on March 17, 1943, primarily to stop the black market. The O.P.A. price regulations on secondhand equipment are not affected by the suspension order and purchasers must qualify for certificates of war necessity in order to obtain gasoline supplies.

PUBLICATIONS

Standardizing Shorthand Tests. By T. L. James. An attempt to develop a means for standardizing speed tests effectively. The author is in charge of the commercial department of the Technical College, Wellington, N. Z. Wellington, C. I. N. Z.: New Zealand Council for Educational Research, Southern Cross Building, Brandon Street.

So You Are a School Board Member. Pamphlet No. 1 of the School Board Reference Library introducing the School Board Book Shelf with recommendations of books and educational magazines of value to school board members in understanding their duties and responsibilities. Prepared for and distributed by the Illinois Association of School Boards. Springfield, Ill.: First National Bank Building.

War-Time Milk Facts. 1944-45 Edition. Facts and statistics about the production of milk and milk products, cash farm income from milk, milk and dairy products' consumption, the value of milk in the diet and war-time milk distribution. New York City 17: Milk Industry Foundation, Chrysler Building.

Eat a Good Breakfast. A pamphlet describing the need for and the ingredients of a good breakfast, with suggestions for obtaining variety and for preparing the meal quickly, and including a calorie schedule. Washington, D. C.: U. S. Department of Agriculture, Agricultural Research Administration, Bureau of Human Nutrition and Home Economics.

A Guide to the Social Studies Program. Prepared under the direction of Albert D. Graves, deputy superintendent in charge of secondary schools in San Francisco, this volume represents the third step in the revision of the city's secondary school curriculum. It is an outline for the development toward social competence based on important aspects of our culture and needs of children and the community. San Francisco: San Francisco Public Schools.

Training for Victory. A special report on the war industries training program of the New York City board of education in the form of a handsomely illustrated brochure describing the work of the schools in training more than a quarter of a million workers in the skills required for producing implements of war. New York City: Board of Education.

Education for a Free Society. A statement adopted by the International Education Assembly on the principal characteristics of an educational system that will promote the general welfare. New York City: School Executive, 470 Fourth Avenue.

Complete Catalogue of Plays. A list of all plays controlled by the Dramatists Play Service, Inc., up to Sept. 1, 1944, including many suitable for school use. New York City 16: 6 East Thirty-Ninth Street.

A Bibliography of Study Aids—Our Forest Resource and Its Conservation. Descriptions of booklets and visual aids available for classroom or other study purposes compiled by experts in modern forest knowledge, edited by school specialists. Washington 6, D. C.: American Forest Products Industries, Inc., 1319 Eighteenth Street, N.W. Free.

SCHOOLS ARE NOW ORDERING



BRADLEY WASHFOUNTAINS

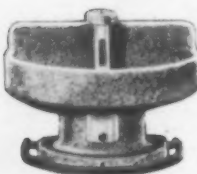
While plans for new schools and remodeling have been tentatively considered for some time, actual orders are now being placed for needed equipment for those schools and institutions carrying on essential educational work.

For new and remodeled washrooms, Bradley Washfountains provide the most adequate and sanitary facilities in minimum space. Too, they insure savings in water consumption and cut maintenance because piping connections are reduced by 80 per cent and one central sprayhead replaces 10 to 20 faucets depending on the size Washfountain installed.

Now is the time to let Bradley Washroom Consultants assist you in planning modern sanitary washrooms. Catalog 4308 contains helpful suggestions. As a first step, write for a free copy. BRADLEY WASHFOUNTAIN CO., 2207 West Michigan Street, Milwaukee 1, Wisconsin.



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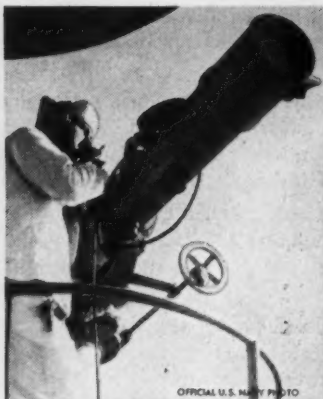
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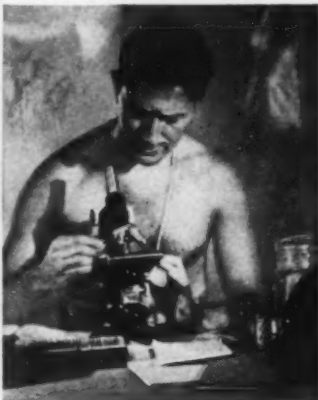
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Allied might is rolling up a smashing record of individual victories that point to ever-more-imminent *total* victory.

The way in which American industry supports its fighting men is astounding our allies and confounding our enemies. In the production of war materiel, industry and science have cooperated to make our hard-hitting forces the most completely equipped in the field.

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NAMES IN NEWS

Superintendents

Rowland H. Latham has retired as superintendent of schools at Asheville, N. C. Mr. Latham was former superintendent of schools at Winston-Salem.

James E. Marshall, principal of Central High School, St. Paul, has been named superintendent of schools in St. Paul, succeeding **Paul S. Amidon** who has joined the department of public services of General Mills, Minneapolis, as consultant in charge of educational

relations. Mr. Marshall has accepted the position for the two year period prior to his retirement.

Dr. Charles C. Mason, acting superintendent of schools at Tulsa, Okla., has been elected superintendent. He succeeds **Dr. Harry W. Gowans**.

Warren T. Eich, former superintendent of schools at Sacramento, Calif., has resigned as teacher in the Sacramento school system.

Donald W. McClelland has resigned as principal of Johnson State Normal School, Johnson, Vt., to become superintendent of public schools at Montpelier, Vt. **William H. Carter**, who has been

in charge of two elementary schools at Berkeley Heights, N. J., will succeed him.

Donald E. Tope, former assistant superintendent of schools at Omaha, Neb., is the superintendent of schools at Phoenix, Ariz. **Fred Hill**, principal of Central High School, Omaha, will succeed him.

Marvin T. Nodland, superintendent of schools at Atlantic, Iowa, for the last three years, has been named superintendent of schools at Ames, Iowa.

Maynard Jones, former superintendent of schools at Russellville, Mo., has been appointed superintendent at Centertown, Mo. **Cal Tompson** will succeed him.

S. D. Hanley, superintendent of schools at Grant, Neb., has become superintendent of Hayes County High School, Hayes Center, Neb.

County Superintendents

Dr. Thomas E. Robinson, principal of Grant Schools, Trenton, N. J., has been named superintendent of schools in Mercer County, New Jersey.

Lou Margaret Wilkinson, teacher at Hammond, Ind., has been appointed superintendent of schools in Marion County, Missouri.

Principals

William E. Stirton has been appointed principal of Detroit Cass Technical High School, succeeding **Cleveland Rossman** who has retired.

Gordon M. Thomas, medically discharged from the U.S.N.R., has been made principal of Bradford Academy, Bradford, Vt. Mr. Thomas was formerly assistant principal of Johnson High School, Johnson, Vt., and principal of the high schools at Jericho and Richfield, Vt.

Augustus W. Young, principal of Sagamore School, Sagamore, Mass., has resigned to accept the position of principal of two elementary schools at Bristol, Conn. **Eleanor Priestly** will succeed him.

George C. Hutchison, who has served as principal of Fairhaven Junior High School, New Haven, Conn., since it was built 16 years ago, was appointed principal of Commercial High School, New Haven, succeeding the late **Walter B. Spencer**.

Ray W. Spear, acting principal of Bennett High School, Buffalo, N. Y., will succeed **Charles W. Whitney** as principal of Riverside High School, Buffalo. Mr. Whitney retired in June.

Carrington Raymond, associate headmaster of Barnard School for Boys, New York City, has been elected headmaster to succeed the late **Dr. William L.**



BRIGHT SPOTS

One of the highlights of the industrial picture is the speed with which American manufacturers developed adequate products when war took their vital materials and key manpower.

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Hazen, founder of the school 58 years ago.

L. A. Wiemers, former principal of Kernville Junior High School, Kernville, Calif., is the new principal of McFarland High School, Bakersfield, Calif.

Henry Stubba, former president of Passaic Teachers' Association, Passaic, N. J., has been appointed acting principal of Woodrow Wilson Junior High School (No. 12) at Passaic. He will succeed **Margaret M. Nordstrom** who has been granted a leave of absence.

George S. Goodell, Springfield, Mass., is the new supervising principal of schools at Carteret, N. J.

Richard W. Hann, principal of Stratford Central School, Stratford, N. Y., succeeds **Carl Paige** as principal of Norwood School, Norwood, N. Y.

J. M. Whitaker, assistant principal of El Paso High School, El Paso, Tex., has been appointed principal of Zavola Elementary School at El Paso. He succeeds **James Carruth** who will enter business at Barbourville, Ky.

J. F. Pugh, district principal at Franklin, N. C., and former superintendent of schools in Robeson County, North Carolina, will succeed **Reid H. Montgomery** as principal of Sumter Junior High School, Sumter, N. C., Mr. Montgomery has been commissioned a

second lieutenant in the Marine Corps.

Mrs. M. L. Michel has been elected principal of Biloxi Senior High School, Biloxi, Miss.

Wilfred H. Graves, principal of Weehawken High School, Weehawken, N. J., and formerly principal of East Fairhaven School, Fairhaven, Mass., has been named supervising principal of Weehawken.

Fred C. Slager, for eleven years principal of Indianola Junior High School, Columbus, Ohio, will be principal of Central High School at Columbus succeeding **Harold W. Emswiler** who has resigned to become commissioner of the Ohio High School Athletic Association.

William S. Schmidt, supervising principal of the elementary and junior high school at Manor, Pa., has been appointed principal of the consolidated elementary schools and high school at Oxon Hill, Md.

Charles Mastik is now supervising principal of schools at Little Ferry, N. J., succeeding **Edward E. Gaige** who has retired after more than fifty years in the teaching field. Mr. Mastik is a former high school instructor at Lodi, N. J., and former president of the board of education of the borough.

Dr. Angelo Patri, principal of Junior High School No. 45, the Bronx, New

York City, has retired from active service at the age of 67. Doctor Patri is widely known for his many syndicated writings on child development.

Miscellaneous

Wayne H. Prather has been appointed principal in the public service institute of the Pennsylvania Department of Public Instruction, succeeding **Alfred S. Holt** who is on military leave.

Mary E. Dillon recently succeeded **Ellsworth B. Buck** as president of the New York City board of education.

Thomas B. Blackwell, chief employee counselor at Kelly Field, Tex., and formerly superintendent of schools at Lytle, Tex., has joined the staff of Allied Youth, an organization specializing in the field of alcohol education.

In the Colleges

Dr. Donald M. Tower has succeeded **Dr. Ernest C. Hartwell** as president of Brockport State Teachers College, Brockport, N. Y. Doctor Hartwell has resigned.

Dr. Carey Croneis, member of the geology staff at the University of Chicago since 1928, has been elected president of Beloit College, Beloit, Wis. **Bradley Tyrell**, former vice president, who was named acting president when **Dr. Irving Maurer** died in 1942, has returned to the vice presidency and has also been named treasurer.

Dr. William Marvin Whyburn has been elected president of Texas Technological College, Lubbock, Tex., succeeding **Dr. Clifford B. Jones** who will become president emeritus.

Dr. Ralph L. Jacobs, professor of education at the University of Cincinnati for the last fifteen years and former director of the trades and industry division of the Ohio State Board of Education, has been appointed educational consultant of Schenley Distillers Corp.

Dr. Wilson Martindale, director of the National Lumber Manufacturers Association, has been named president of Washington State College filling the vacancy caused by the retirement of **Dr. Ernest O. Holland**.

Deaths

Nelson Francis Coburn, founder and headmaster of Coburn School at Miami Beach, Fla., and member of Phillips Exeter Academy faculty, died September 15 at his home at Miami Beach, at the age of 55. He was an instructor at the universities of Nebraska and Minnesota and at St. John's College.

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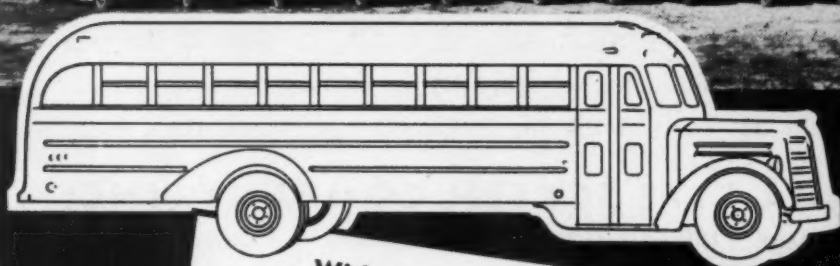
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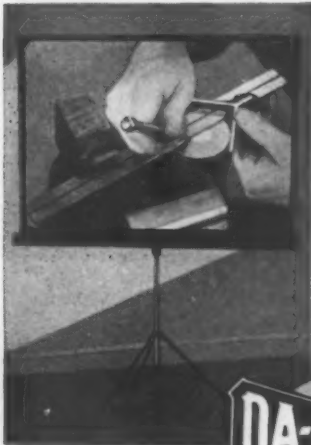
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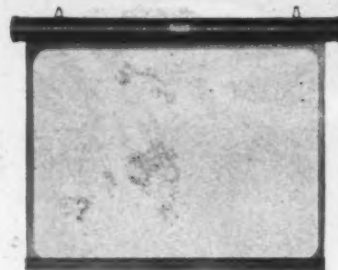
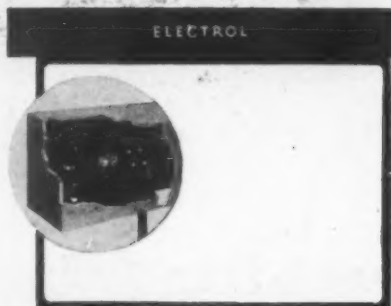
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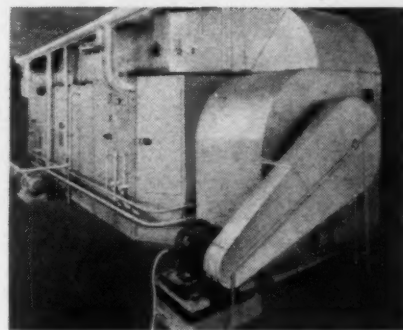




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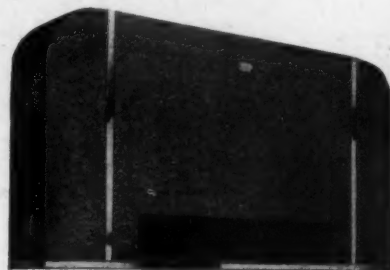
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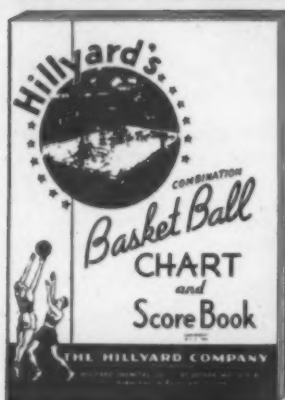


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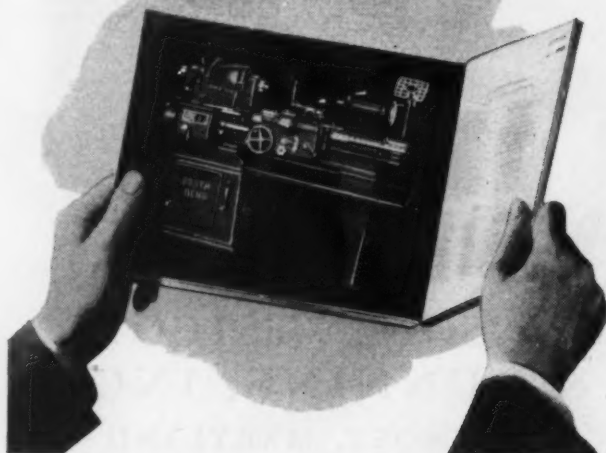
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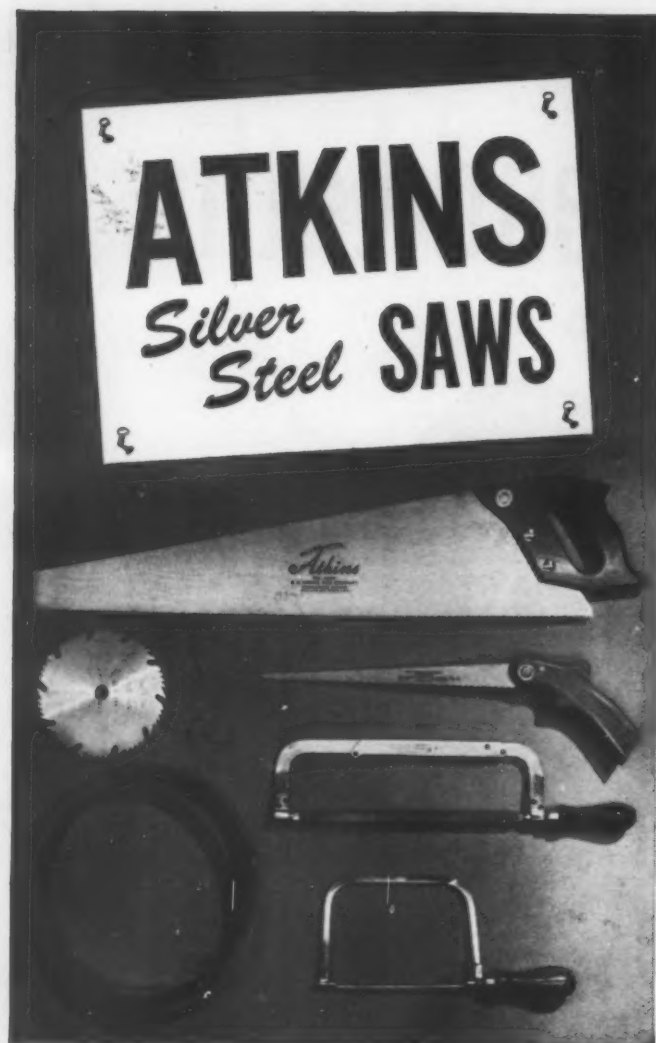
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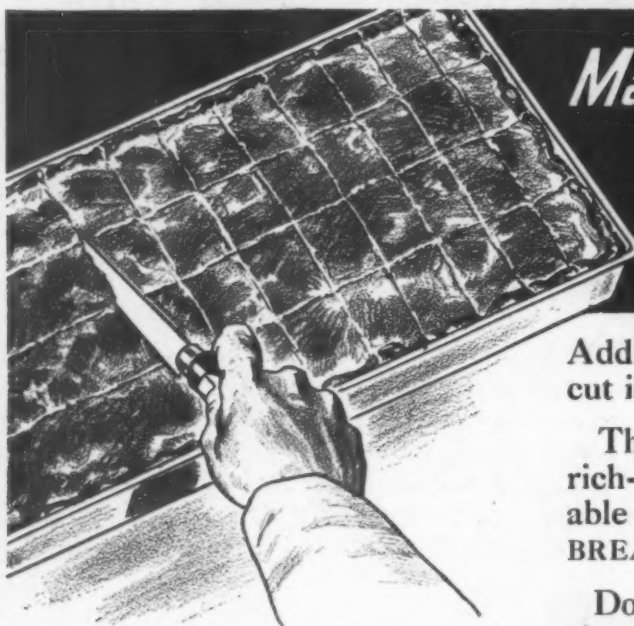
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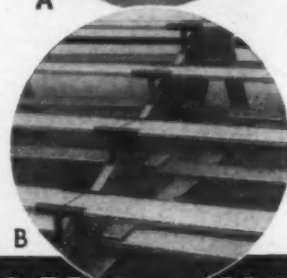
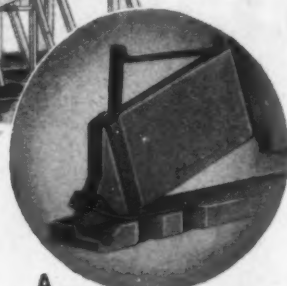
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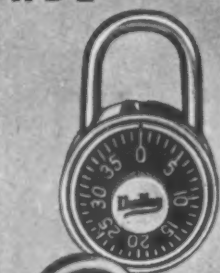
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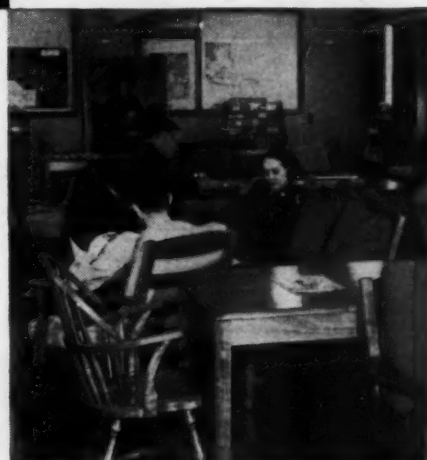
If you are planning to modernize, or to establish a new library, you are entitled to the helpful services and consultation of a Gaylord Representative.

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MULTI-PURPOSE GYMNASIUM FOR HIGH SCHOOLS

Seating Capacity 2940

The plan shown on this page offers considerably greater seating capacity than the one shown on the preceding page. It is, therefore, more practical for the school having a larger enrollment.

The gymnasium is divided by an electrically operated folding partition which can be opened or closed in approximately 10 minutes. The entire space is controlled from a booth in the rear of the gymnasium.

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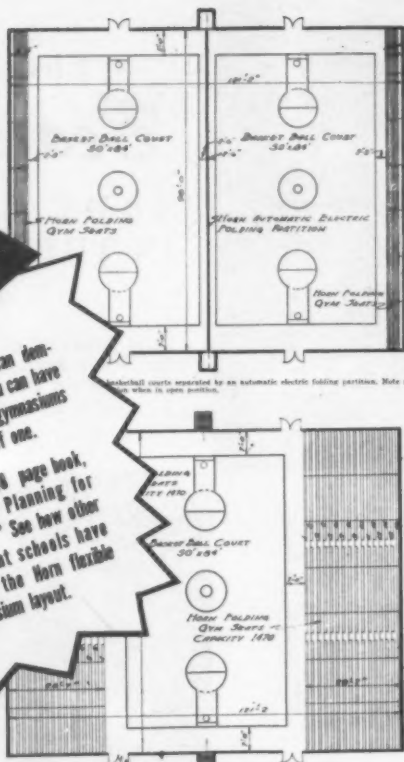


FIGURE 4.—This gymnasium will pay dividends because of the unusually large seating capacity made possible by the electric folding gym seats. There are 1200 good seats available. Large gym seat installation such as this are invariably coupled with side wings.

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

OF THE NATION'S SCHOOLS, published monthly at Chicago, Illinois, for October 1, 1944.

State of Illinois }
County of Cook }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared James G. Jarrett, who, having been duly sworn according to law, deposes and says that he is the Business Manager of The Nation's Schools, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: The Nation's Schools Publishing Co., Inc., Chicago, Illinois.
Editor: Arthur B. Mochman, Ann Arbor, Mich.
Managing Editor: Raymond P. Sloan, New York, N. Y.
Business Manager: James G. Jarrett, Chicago, Illinois.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

The Nation's Schools Publishing Co., Inc., is owned by The Modern Hospital Publishing Company, Inc., Chicago, Illinois. The stock of The Modern Hospital Publishing Company, Inc., being owned by:

Dr. Otho F. Ball, Chicago, Ill. Raymond P. Sloan, New York, N. Y.
James G. Jarrett, Chicago, Ill. S. R. Clague, Chicago, Ill.
Everett W. Jones, Chicago, Ill.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) There are no bondholders, mortgagees, or other security holders.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders, who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

J. G. JARRETT, Business Manager.

Sworn to and subscribed before me this 23rd day of September, 1944.
[REAL]

J. P. McDERMOTT, Notary Public.

(My commission expires Sept. 30, 1945.)

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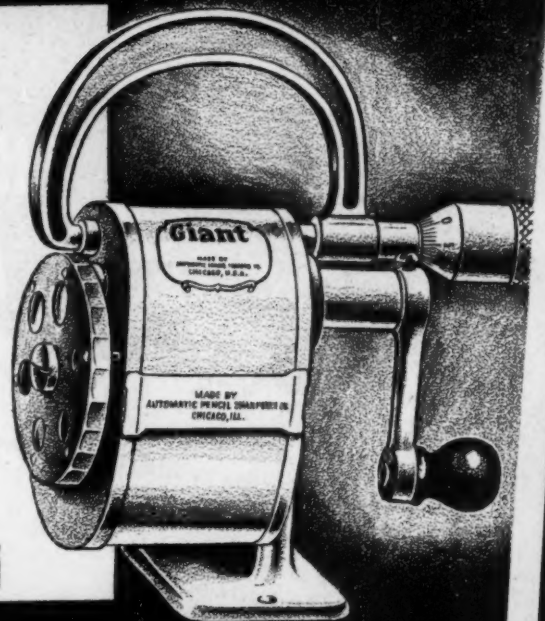
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What's New FOR SCHOOLS

Public Relations Ideas

Contained in New Weekly Service

Convinced that public relations in the field of education among teachers, parents and pupils can be improved, Charles B. Roth and Associates has started a service to furnish weekly bulletins to schools that will help show teachers the importance of the "human element" in creating good will. Entitled "Tested Public Relations Ideas for Educational Personnel," the bulletins were started after two years of field study and research.

The organization believes that the prestige as well as the finances of the successful school are, in the long run, in the hands of the teachers. By suggesting a new idea each week, the bulletins endeavor to encourage the teacher to put forth more effort, keep the busy superintendent in closer touch with teachers, develop greater cooperation among all faculty members and clarify the technic of fostering good will in the community.

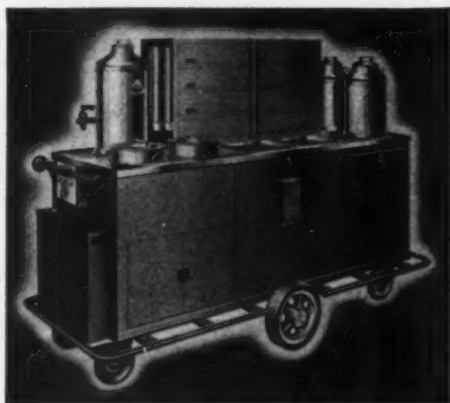
The bulletins, which come in typewritten form, will be sent to schools free of charge for a four week trial period.—Charles B. Roth and Associates, Chamber of Commerce Building, Denver 2.

• When inquiring, refer to **NS983**

Electrically Heated Canteens

Can Serve 200 People

Mobile canteens developed by S. Blickman, Inc., have been designed to provide schools with anything from an in-between snack to a complete meal. Through temperature control, foods can be kept nutritious and palatable. The canteen pictured has shelves for sandwiches, pies, fruits and candies; a dry ice cooled drawer for ice cream; two 4 gallon soup insets for service and two 3 gallon containers for a



reserve supply; an insulated electrically heated 5 gallon coffee dispenser; a compartment for bottled cold drinks, and paper cup dispensers. Approximately 200 persons can be served by the canteen. S. Blickman has eight basic models which are described in a catalog available to educational institutions.—S. Blickman, Inc., Weehawken, N. J.

• When inquiring, refer to **NS984**

Adjustable Work Table

Has 12 Different Tops

For use in art departments, laboratories or machine shops, the Rightop work table comes equipped with 12 interchangeable tops. The tops can easily be removed and slid into a holding rack without disturbing the work that is in progress. Work on one job for short periods of time can be ac-

complished without putting away any of the material. By turning a crank, the tops can be adjusted to the height of the worker and can be tipped or tilted. The work table comes with a holding rack for the different tops.—Voss Machinery Company, West Liberty Avenue, Pittsburgh 16.

• When inquiring, refer to **NS985**



New Plastic Coating

Finds New Uses in Schools

Originally developed as a protective lining for steel pipes, the manufacturer of "Amercoat 33" has found that the plastic coating may be used widely in schools and other institutions. Applied on laboratory table tops, it provides a protective finish against acids and alkalis; it protects walls, metal windows and other surfaces in chemistry laboratories, and maintains sanitation and prevents slipping in showers, toilet rooms and around swimming pools. It also prevents contamination when used in food containers for storage and transportation. A compound of thermoplastic synthetic resins, solvents and pigments, the coating can be applied with a spray or brush.—Amercoat Division, American Pipe and Construction Company, P.O. Box 3428, Terminal Annex, Los Angeles.

• When inquiring, refer to **NS986**

Slide Rule and Point Locator

An Aid to the Beginner

A new decimal point locator and slide rule developed by Pickett and Eckel will determine the decimal point mechanically up to 19 places. This scale arrangement enables the pupil with a limited mathematical background to evaluate and point off problems containing cube root, square root, log and trig factors. By one setting of the hairline, the user can read the square root, cube root and logarithm; with one setting he can also determine the number of digits or zeros

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What's New FOR SCHOOLS

in the square root or the cube root. An explanatory manual written by M. L. Hartung, professor of mathematics at the University of Chicago, is supplied with the rule and point locator.—Pickett and Eckel, 53 West Jackson Boulevard, Chicago 4.

• When inquiring, refer to **NS987**

Cabinet Dust Collector

Removes Metal Dust

A powerful activating fan in a new cabinet type of dust collector sucks fine and heavy dust particles through an air filter, depositing the larger particles in a removable pan at the bottom. Designed for use with grinding, polishing, buffing or sanding machines, the dust collector is provided with special fittings to permit its attachment to many Delta machine tools.



The fan moves 350 cubic feet of air per minute developing a static suction of 3 or 4 inches. The fireproof filter has low air resistance and can be cleaned. The company will also provide a special woven glass filter to remove "flour-fine" dust that can be attached directly to the standard filter.

Power is furnished by a 1/3 h.p. motor located in a separate compartment of the cabinet unit. The cabinet is of pressed steel finished in gray.—Delta Manufacturing Company, 620 East Vienna Avenue, Milwaukee 1.

• When inquiring, refer to **NS988**

New Film Cement

Has Added Features

Bell and Howell Company has recently perfected a new film cement that it claims has greater tensile strength and is not corrosive. It may be used for all motion picture film, both acetate and nitrate. The material in the bottle is stable and Bell and Howell says the cork will not be attacked and there will be no deterioration other than that to be expected by evaporation of any solvent of like drying time.—Bell and Howell Company, 7100 McCormick Road, Chicago 45.

• When inquiring, refer to **NS989**

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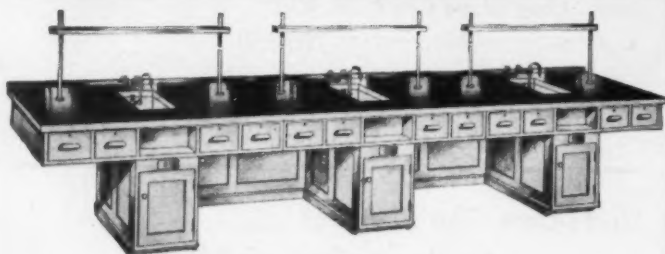
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What's New FOR SCHOOLS

blocks. It may also be used over calcimine, resin emulsion and casein paints. "Horn-O-Tone" has excellent "hiding and covering" qualities, the manufacturer says, and dries dust free in a few hours, hard over night. It can be supplied in a variety of colors.—A. C. Horn Company, 43-36 Tenth Street, Long Island City 1, N. Y.

• When inquiring, refer to **NS990**

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Up-to-Date Film Catalogs

Are Now Available for Schools

Films, Incorporated, 64 East Lake Street, Chicago 1—A 72 page school list catalog for 1944-45 giving pictures and descriptions of full length 16 mm. feature films. Single reel short subject films are divided into government and history, art and music, biology and science, documentary and physical geography and health and sports. Also included are a list of cartoons, both technicolor and black and white, and a list of free government films. A study guide is available with most films which further explains the film and gives study topics suggested by the film.

• When inquiring, refer to **NS991**

DeVry Corporation, 1111 Armitage Avenue, Chicago 14—An illustrated list of 16 mm. sound and silent films, including selected shorts, full length features and comedies suited for classroom teaching. Films are indexed according to primary grades, science, history, safety, health, news and recreation. An O.W.I. series of films is also given. A list of "films you must see" includes "Desert Victory," "Power of God" and "Story of the Jungle."

• When inquiring, refer to **NS992**

Filmosound Library, Bell and Howell Company, 1801-15 Larchmont Avenue, Chicago 13—Free and "service charge" films, complete with a 1944 supplement of educational films. Shorts are divided into recreation, vocational guidance, industrial and office training, celestial navigation, natural science, agriculture, art and music. Special supplements are available listing "films that fight for freedom"—religious features, shorts, major and independent features. Films are 16 mm. and 8 mm., sound and silent.

• When inquiring, refer to **NS993**

Ideal Pictures Corporation, 28-34 East Eighth Street, Chicago 5—In addition to a list of major feature programs, the catalog includes descriptions of features with all-Negro casts, foreign language films, "hymnalogues" in color and a specially indexed educational section. The school list of 16 mm. silent pictures is classified according to historical news, juvenile featurettes, nature study, health and shadow graph teaching films.

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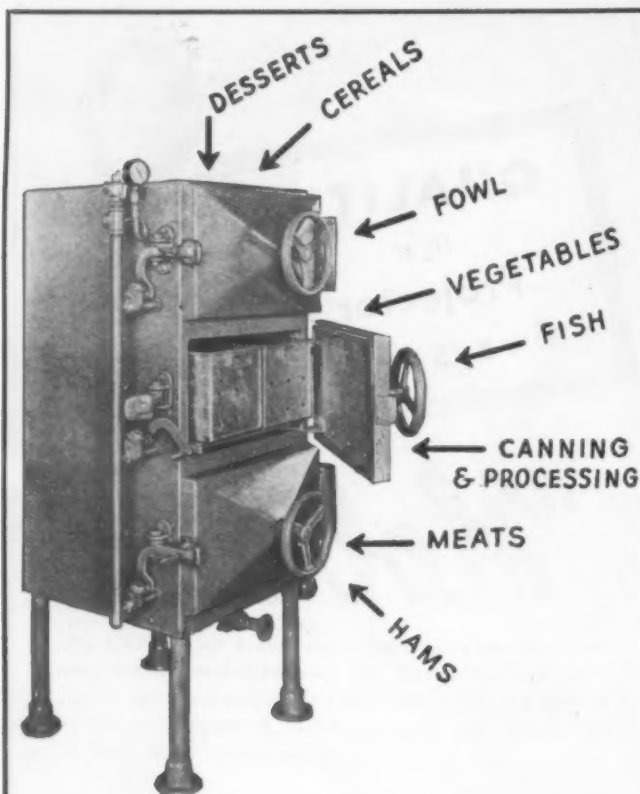
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• When inquiring, refer to **NS995**

Castle Films, 30 Rockefeller Plaza, New York City 20—"Movies for Every Occasion" describes and illustrates 8 mm. and 16 mm. old-time movies, sports, adventure, Terry-Toon and Puddy the Pup cartoons. The news parade list has one reel films of each year's outstanding events since 1937. Christmas films include "Christmas Cartoon," "Merry Christmas" and "Christmas Toy Shop." Supplement pamphlets give big league baseball highlights, Joe Louis fights and patriotic features.

• When inquiring, refer to **NS996**

FILM RELEASES

Before They Are Six—16 mm. sound. Two reels. Produced by the National Film Board of Canada. The story of Canada's day nurseries where, for 35 cents a day, children of working mothers are fed and cared for by a staff of trained nursery personnel. Twenty mothers working in war plants can form a group entitled to a day nursery for their district.—Pictorial Films, Inc., 1270 Sixth Avenue, New York City.

• When inquiring, refer to **NS997**

Common Cause—16 mm. sound. 11 minutes. How an American and a Chinese pilot fighting in China and a Russian and a British sailor at Murmansk discover a common outlook and purpose behind the surface differences of race.—Film Division, British Information Services, 30 Rockefeller Plaza, New York 20.

• When inquiring, refer to **NS998**

New Zealand—16 mm. sound. 15 minutes. Describes the Maoris and the Whites, the two peoples of New Zealand, and shows the agricultural and industrial life of the country. The second film in the British Commonwealth series.—Film Division, British Information Services, 30 Rockefeller Plaza, New York 20.

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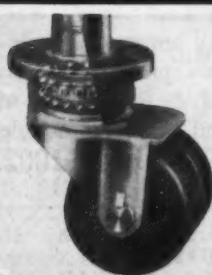
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What's New FOR SCHOOLS

are developing democratic ideals. Appeals to the taxpayer to vote to keep schools equipped to meet the peace.—DeVry Films and Laboratories, 1111 Armitage Avenue, Chicago 14.
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For schools that are already making plans for postwar building, Michaels Art Bronze Company, Brazil, Ind., has planned time tight exhibit cases for use in corridors or museum departments. To educate by exhibits the company is developing table cases, wall cases, aisle cases, suspended cases and recessed cases that will be available after the war. A folder may be had on request that will furnish information on standard types, lightings, linings, proper glass sizes, design and shelf arrangement.

• *When inquiring, refer to* **NS1001**

Better Community Living

Shown in Pamphlets

Although Revere Copper and Brass, Inc., 230 Park Avenue, New York 19, does not engage in actual building construction, it has issued a series of pamphlets for better community planning after the war using Revere copper, bronze and brass.

Ideas and concepts of noted architects, designers and authorities on community and home building are given together with complete plans and pictures. In "A Children's Center or Nursery School," Serge Chermayeff, professor of architecture and chairman of department of design at Brooklyn College, N. Y., and a fellow of the Royal Institute of British Architects, gives his ideas on architectural form in a plan for a children's center.

"After Total War Can Come Total Living" presents a plan for a community center to include a hobby shop, gymnasium, theater, library, preschool nursery and church. Other pamphlets emphasize the rôle of the school in community planning for safer and more comfortable living.

• *When inquiring, refer to* **NS1002**

Wayne Iron Works

Explains Peace-Time Plans

Peace-time activities of schools and colleges will include greater emphasis on outside sports and extracurricular activities. To help in a quick conversion to these activities, Wayne Iron Works, Wayne Pa., is accepting orders for future delivery. The organization has issued a reference guide, "Speaking of Postwar Plans," that pictures and describes steel portable and permanent grandstands. Folding and rolling gym stands are illustrated with complete data on number of rolls, application, features, erection and price class. Detailed catalogs will be sent describing each type of grandstand.

• *When inquiring, refer to* **NS1003**

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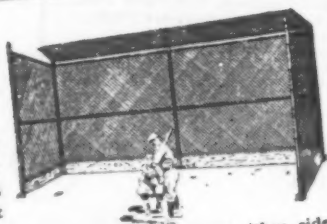
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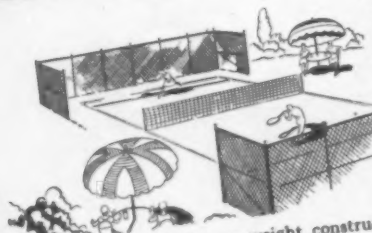
Stewart Tennis Court and Baseball Backstops are now available, without a priority, to those participating in the U. S. Office of Education Victory Corps Program. Other products available, but subject to favorable action on an appeal to WPB, are Chain Link Wire Fence, Window Guards, Folding Gates and Wire Partitions. Write for Catalogue No. 79. Please mention specifically products in which you are interested.

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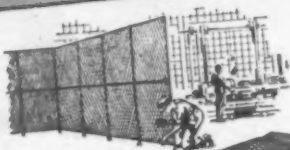
Standard Backstop as available under U. S. Victory Corps Program is 20 feet wide and 12 feet high with 10 foot wing set at an angle on either side. Above the 20 foot center section is a 4 foot overhang to deflect upbouncing balls.



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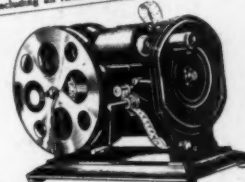
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